GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

FOR

1878-79.



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INDEX

TO THE REPORT ON PUBLIC INSTRUCTION IN BENGAL.

REPORT

ON

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1878-79.

THE Government of India, in a Resolution dated the 6th January 1879, forwarded to the local Government a set of statistical forms which were to be adopted in future educational and general administration reports. A representation was, however, made by the Government of Bengal as to the difficulty of adapting the new forms to the existing system of education in this province, and their introduction was accordingly postponed. The present report upon the progress of education in Bengal, for the year ending 31st March 1879, is therefore based upon returns drawn up according to the old forms. The rules that accompanied the Resolution of the Government of India further prescribed the following new order of subjects for the annual report on education:—

I.—Introduction, containing a summary of general statistics and of the year's operations.
II.—Controlling agencies.
III.—University education.
IV.—Secondary ditto.
V.—Primary ditto.
VI.—Schools for special or technical training.
VII.—Scholarships.
VIII.—Employment of students in the public service.
IX.—Books.

This order has been generally adopted in the present report. It has been thought, however, that the consideration of scholarships cannot be conveniently separated from that of schools; and each class of scholarships has been accordingly treated in full detail, in connexion with the corresponding class of instruction; a summary of the whole subject being again given in its proper place under the heading No. VII.

I.—GENERAL SUMMARY.

GENERAL SUMMARY.

2. Following the classification introduced into Bengal in 1877, the following table summarises the state of education for the last two years. Every school that has furnished returns is included:—

Class of Instruction.		1878.		1879.	
		Schools.	Pupils.	Schools.	Pupils.
Superior ...	Colleges	19	2,003	20	1,963
Secondary ...	Higher English schools ...	176	31,688	196	36,033
	Middle " " ...	572	31,618	540	31,490
	Middle vernacular schools ...	1,087	53,234	1,061	52,607
	Lower " " ...	1,604	56,012	1,541	53,391
Primary ...	Primary schools	22,126	446,522	29,270	531,064
Special ...	... ...	66	3,779	60	3,805
Female ...	... ...	519	11,964	543	12,777
European and Eurasian ...	... ...	49	4,580	47	4,577
	Total ...	26,218	641,400	33,278	727,707

3. Under superior instruction there is no actual gain, the increase of one in the number of colleges being due to the fact that La Martinière has now for the first time furnished the returns of its college department. Excluding it, with its 8 undergraduate pupils, there is a net loss of 48 students in colleges, among which Government colleges have lost 15.

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4. Secondary instruction shows a loss of 101 schools and a gain of 969 pupils. The circumstances which have brought about this considerable reduction in the number of schools of secondary instruction will be explained in their proper place. Meanwhile it may be observed, in brief anticipation of a fuller statement hereafter, that three causes have been in active operation throughout the year, tending to reduce the class of secondary schools and to diminish their number. The first of these causes is common to all secondary schools, English and vernacular. For two years past the attention of Circle Inspectors has been repeatedly and urgently called to the "inefficient margin" of schools; those, namely, that have shown themselves permanently unsuccessful at the departmental examinations of their class. The results have been the withdrawal of grants-in-aid from a large number of middle schools which were declared to be inefficient and incapable of improvement, and the reduction of others to a lower class. The second cause is to be found in the orders of Government of October 1877, reconstituting middle English schools on a vernacular basis. These orders have had a twofold operation; some of the best of the middle schools having been raised to the higher class, while others, in which the English teaching was found to be of no value, have been converted into vernacular schools. The third cause is to be found in the growing disinclination in certain districts to aid secondary schools from the primary grant. The extension of the system of payment-by-results has caused many district officers to look with disfavour upon schools of this class, which are generally stipendiaries, and consequently occupy a large share of the district grant; and many middle and lower schools have in this way disappeared.

5. These causes have operated in the following way. The overhauling of inefficient aided schools has led to the withdrawal of 82 grants; namely, five higher English, 19 middle English, 36 middle vernacular, and 22 lower vernacular; while seven middle vernacular schools have been reduced to the lower class. The orders affecting middle English schools have raised six to the higher class and brought down 17 to the class below. The reduction of secondary schools aided from the primary and circle grants has caused a loss of 39 middle and 47 lower vernacular schools. On the other hand, 11 new grants-in-aid have been made to middle English, and 21 to middle vernacular schools; while 19 higher English schools and 26 middle vernacular, including many of those whose grants have been withdrawn, have been brought on the returns of unaided schools. The net result of all these causes is an increase of 20 higher English schools, with 4,345 pupils; and a loss of 32 middle English schools; of 26 middle vernacular, eight of them being grant-in-aid schools; and of 63 lower vernacular, of which 15 are grant-in-aid Mission schools: or, more briefly, there has been a loss within the field of secondary instruction of three Government schools, of 53 grant-in-aid schools, of 86 middle and lower schools aided from the primary and circle grants; and a gain of 41 unaided schools.

6. The loss under secondary instruction, which, it will be observed, is a loss of schools only and not of pupils, is accordingly not to be regarded as a subject of regret. It is in fact a result of the enforcement of two useful principles: the first, that schools which have not shown themselves worthy of Government aid shall not continue to receive it; and the second, that the primary grant is to be devoted mainly to primary instruction. The necessary limitations in the application of these principles will be referred to hereafter.

7. Primary instruction shows a gain of 7,144 schools and 84,542 pupils. This result is due to the introduction into many additional districts of the system of registering pathsalas either together with, or as preparatory to, that of payment-by-results. The bulk of the increase is found in the two divisions of the Behar Circle, in which the system devised by the Inspector has brought 5,100 additional schools on our returns. It will of course be understood that these figures denote no increase, at least no corresponding increase, in the actual number of schools and pupils; but merely, as has often been explained, that schools already existing are brought within the influence of the Government system, with its examinations, its new standards, and its methods of competition and inspection. From being isolated and stationary, they have become organised and progressive schools,—more or less organised and more or less progressive in different parts, according to the system in force; but whatever improvement may spring from the new conditions under which they are brought, is to be looked for in the future rather than in the present.

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8. Under "special instruction" there is a loss of six schools and a gain of 26 pupils. The decrease is explained by the closing of six normal schools of the lower grades, in pursuance of the policy steadily carried out by Government for the last few years with regard to these institutions. Three aided normal schools have also ceased to exist. Two branch madrasahs have been established; one supported from the Mohsin fund, and the other by a private endowment; and a petty school, classed as industrial, has received a grant-in-aid. Turning to the different subjects of instruction under this head, the number of students in the Medical College has considerably increased; while on the other hand medical schools have lost large numbers of their pupils, as in the preceding year. Law classes reading for University degrees, which in 1878 showed a marked increase, have returned to the position of two years ago. The Engineering Department of the Presidency College, the Government vernacular schools of surveying, and the few so-called technical schools, are nearly stationary.

9. The education of native girls has been extended by the addition of 24 schools and 811 pupils. A new Government school has been opened at Dacca, long noted for its advancement in this respect, and is well attended. From 19 aided schools the grants have been withdrawn on account of general inefficiency or of failure to comply with the conditions of the grant-in-aid rules. On the other hand, 43 new schools supported from the primary grant have been opened; one unaided school has ceased to exist.

10. The foregoing classification has been based upon the nature of the instruction given in different classes of schools. In the following table the schools are classed according to the source of their income and the grant by which they are maintained:—

Class of Institutions.	1878.		1879.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges ...	316	28,728	307	28,423
Grant-in-aid " " " ...	1,779	85,563	1,677	83,281
Circle grant " " " ...	262	10,742	287	11,947
Primary grant " " " ...	17,395	406,135	24,354	489,518
Unaided " " " ...	6,466	110,232	6,653	114,538
Total ...	26,218	641,400	33,278	727,707

11. Amongst unaided institutions it will be remembered that schools of primary instruction, including pathsalas, tols, and maktabs, lie altogether outside the scheme of Government organization, and are not affected, as all other unaided schools or colleges are, by the general competition for scholarships, in which schools of all classes above the primary are brought together, whatever be their relations to Government. The returns of such primary schools fluctuate greatly from year to year, and it is not possible to ascertain how nearly they represent the actual circumstances of indigenous instruction. Their number has advanced on our returns from 6,084 with 86,200 pupils to 6,232 with 84,196 pupils. Separating these, therefore, from other unaided schools, it appears that schools of organised instruction have advanced from 20,134 with 555,200 pupils to 27,046 with 643,511 pupils, showing an increase in round numbers of 7,000 schools and 88,000 pupils. In the previous year a gain of 4,000 schools and 63,000 pupils was recorded. All this increase takes place in the field of primary instruction; and by comparing the average number of pupils in the schools thus added, it will be evident that each year extends the operations of the primary system to schools of a humbler status than those of the year before.

12. Returning to the table, the loss of nine Government schools is explained partly by the six normal schools that have been abolished, and partly by the closing of four vernacular schools. An army English school in the cantonments at Bhagulpore has been reduced. The Government girls' school established at Dacca, and the branch madrasah opened at Hooghly, complete the list of changes.

13. Grant-in-aid institutions show a loss of 102 schools and 2,282 pupils. As before explained, it is in this class of schools that the most extensive reductions have taken place. The competition for Government aid is now so close in almost every part of Bengal, that it has become indispensable to apply to

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schools receiving grants much more rigorous conditions than were necessary or possible when the system was in its infancy, or even when Sir George Campbell in 1872, reviewing the past distribution of the grant-in-aid allotment, declared that "looking at the matter broadly, the money has been well spent." The aided schools in every circle and district, and with most effect in the Presidency Division, have been confronted with the results shown by them for the last three years, and called upon to justify their claim to a renewal or continuance of their grants. Leaving out of consideration those cases in which grants have been merely reduced, or in which the class of an aided school has been changed, the net result is as follows: middle English grants have been reduced by 31; middle vernacular by 8; lower vernacular by 15; primary (missionary and other) by 29; and grants to girls' schools by 19. These figures denote, not the whole operation of the year, but the net result; that is, the excess in each class of grants cancelled over new grants made. The savings thus secured will be assigned in grants to schools hitherto unaided.

14. In the re-classification that has been made of circle schools, according to their actual status and to the departmental examinations at which they are permitted to compete, 22 schools, classed in the previous year as middle vernacular, have been either abolished or reduced to the lower vernacular grade, in which there is a gain of 14 schools, caused partly by that reduction and partly by promotion from the primary class. Many new primary schools have been brought within the circle system, with a total resulting gain of 25.

15. In primary grant schools the following changes have taken place. The advice that has been for two years given to district officers, to exercise caution in subsidising middle schools from the primary grant, has had the effect of reducing the number of such schools from 128 to 111. Lower vernacular schools may be quite legitimately supported from the primary grant; but, as before stated, the necessity of reducing stipends so as to increase the reward fund has brought down the number of lower vernacular schools from 1,328 to 1,267. Schools for girls aided from the primary grant have advanced from 151 to 194, and the number of pupils in them from 2,299 to 3,395. There are also 9,013 girls reading in boys' schools aided from the primary grant, against 7,501 in the previous year. Turning to the class of primary schools proper, there is an advance from 15,788 to 22,782, and an increase in the number of pupils from 353,424 to 439,204. The increase of 7,000 schools is distributed as follows:—In the Patna Division 1,800 new schools, and in Bhagulpore 3,300; 600 in Dacca and 600 in Burdwan; and in the Presidency, Rajshahye, Orissa, Chittagong, and Chota Nagpore Divisions, from 100 to 200 each.

16. Among unaided schools of organised instruction, higher class English schools have advanced from 44 to 63. An aided middle English school, unless permitted to raise its class, is compelled under the orders of 1877 to reconstitute its teaching on a vernacular basis; and this change is being steadily, if slowly, introduced: not in all cases without opposition. But an unaided school of this class, though not directly amenable to the control of the Circle Inspector, is so far affected by the orders that, unless it changes its mode of teaching, it no longer has any chance of a middle scholarship. In some cases these schools have preferred the alternative of raising their class, and of reading for the Entrance examination and the junior scholarship. This class has further been recruited by the accession of higher English schools from which aid has been withdrawn, and by some old-established schools which have begun to furnish returns. Middle English schools number 112, as in the previous year; the reduction, due to the circumstances just stated, having been balanced by the addition of schools formerly aided. This last cause similarly explains the rise of middle vernacular schools from 80 to 106.

17. Turning to what I have described as "unorganised" or indigenous schools, the whole number is made up of 4,887 pathsalas, 337 tols, and 1,008 maktabs. The number of Sanskrit tols that furnish returns to the department shows a steady increase from year to year. It is not clear whether that result has been in any way influenced by the new examination for Sanskrit titles, and whether it indicates a desire on the part of the pundits to bring themselves and their schools into notice, with a view to the future examination of their pupils. As in the previous year, the province of Behar supplies the great majority of the indigenous maktabs.

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18. The following table summarises the expenditure for the year under the different budget heads. The figures have been furnished by the Accountant-General:—

BUDGET HEAD OF EXPENDITURE.	Sanctioned estimate, 1878-79.	Actuals, 1878-79.
	Rs.	Rs.
Direction and inspection	3,93,500	3,92,356
Government colleges and madrasahs (including regrants)	4,74,000	4,71,927
Government schools (including regrants) ...	6,66,500	5,70,787
Grants-in-aid and assignments—		
For secondary and superior instruction ...	4,50,000	4,30,922
For primary instruction	4,00,000	3,99,200
Scholarships	1,49,000	1,56,413
Miscellaneous	40,000	57,619
Total ...	25,73,000	24,79,224
Less receipts ...	5,29,000	5,13,808
Net Government expenditure ...	20,44,000	19,65,416

19. In the Resolution of Government upon the educational report for 1877-78, I was directed to place myself in communication with the Accountant-General, with the object of assimilating the principles on which educational receipts and charges are classified in the public and in the departmental accounts. Many simplifications and adjustments have since been introduced, and these have taken effect from the beginning of the current year. But as regards the year under report, I find myself in many cases unable not only to explain the discrepancies between the Accountant-General's figures and my own departmental statements of receipts and expenditure, but also to give a satisfactory account of the differences between the sanctioned estimate and the actual expenditure as shown in the preceding table. Thus the estimates for 1878-79 included under the head of expenditure on madrasahs a sum of Rs. 15,600, the amount of the Mohsin contribution to Muhammadan education in colleges and schools, in regard to Rs. 11,000 of which no cash transaction takes place at any treasury. The statement of actual expenditure under colleges, again, includes the charges for half the year of the Rungpore, Midnapore, and Chittagong colleges, which appear in the estimates under the head of 'Government schools, high.' A sum of Rs. 16,000 should on this account be added to the estimates for colleges, and a further sum of Rs. 3,000 for the purchase of physical science apparatus in the Kishnaghur College. Making these adjustments, the actuals fall short of the estimates by some Rs. 10,000.

20. The apparent saving of Rs. 96,000 under Government schools must accordingly be reduced to Rs. 80,000 by the transfer of half the cost of second grade colleges from this head. A further reduction will be effected by striking out Rs. 8,000, the estimated cost of the new grading scheme, on account of which no charge was incurred in the year under review; and the savings will thus fall to Rs. 72,000. This amount includes the regrants made to Government schools under the net-grant system to the amount of Rs. 53,000, of which the greater portion was not spent, but will be again regranted for the current year. Hence the actual amount of the savings upon sanctioned charges will be Rs. 19,000, added to whatever amount has been spent outside the estimates by Government schools from their surplus funds. An excess charge of Rs. 6,000 under the head of girls' schools, arising from the opening of the Eden Female School at Dacca in the early part of the year, has been met by savings to the same amount under normal schools, boarding schools, and technical schools.

21. The excess expenditure on 'Scholarships' appears to be due to the inclusion under this head of the charges for Mohsin and other endowed scholarships, which were not included under the head of scholarships in the estimates. The excess under 'Miscellaneous' arises partly from the transfer to the Public Works Department of Rs. 18,000 for the purchase of the estate Constantia, the site of the new Government railway school at Kurseong, the cost of which was made debitable to savings in the grant for education; and partly from charging to this head the expenditure incurred from a contribution of Rs. 5,332, sanctioned from Wards' estates for the promotion of primary education.

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22. The following table compares the expenditure for two years, taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification, and the whole expenditure connected with education is shown, excluding only that for educational buildings, the returns of which have not yet been received from the Public Works Department. The table accordingly includes charges for medical instruction, which are not included in the estimates of the Education Department:—

	YEAR ENDING 31ST MARCH 1878.		YEAR ENDING 31ST MARCH 1879.	
	Government expenditure (net.)	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	......	86,000	.. ...	86,000
Collegiate	2,39,000	4,32,000	2,33,000	4,41,000
Secondary instruction	6,06,000	16,75,000	5,66,000	16,25,000
Primary instruction	2,72,000	7,81,000	2,89,000	10,09,000
Scholarships	1,34,000	1,51,000	1,40,000	1,56,000
Female education	75,000	2,36,000	78,000	2,41,000
Special instruction (including scholarships)	4,19,000	5,16,000	4,26,000	5,33,000
Miscellaneous	88,000	1,00,000	58,000	72,000
Superintendence	3,80,000	3,80,000	3,82,000	3,82,000
Total ...	22,13,000	43,56,000	21,72,000	45,45,000

23. In order to compare the statement of net Government expenditure in this with that given in the preceding table it is necessary to exclude the charges for medical education, amounting to Rs. 2,35,000. The net expenditure is thus reduced to Rs. 19,37,000, which amount is less by Rs. 30,000 than the actuals of the year as furnished by the Accountant-General. Of this difference, a sum of Rs. 18,000 is explained by the purchase-money for the Constantia estate at Kurseong; Rs. 4,000 by the contribution in aid of Dr. Fallon's dictionary; and Rs. 1,000 by the cost of medical stores supplied from England. There remains a final discrepancy of Rs. 7,000, which is not accounted for.

24. Passing to the detailed figures under each head, the saving of Rs. 6,000 in the Government expenditure upon colleges is due to an increase of Rs. 14,000 in private contributions, involving a proportionate reduction in the cost of these institutions to Government. This saving is independent of the payment to Government during the year of the arrear subscriptions of the Cuttack College, amounting to Rs. 12,000, which have not been included in the college receipts for the year. The reduction of Rs. 40,000 under secondary instruction is largely due to the general revision that has been made throughout the year of the grants to aided schools, the expenditure on which has fallen short of that of the previous year by Rs. 28,000, including a building grant of Rs. 10,000 given in 1877 to St. Joseph's School in Calcutta. The expenditure on secondary education from the primary grant has also considerably decreased. Primary instruction shows an increase in cost of Rs. 17,000, partly due to the cause just stated, and partly to the general development of the primary system, enabling district officers to spend up to the limit of their assignments. Under scholarships an increase of Rs. 6,000 has taken place in the expenditure upon lower vernacular scholarships, the assignment for which has been revised and increased. Under special instruction, an increase of Rs. 14,000 in the cost of the Medical College is nearly met by a decrease of Rs. 13,000 in normal schools; while the promotion of professors in the Civil Engineering Department of the Presidency College, and the annual increments to their salaries, have caused an additional expenditure of Rs. 6,000 in that institution. The decrease of Rs. 30,000 in miscellaneous expenditure is explained by a saving of Rs. 20,000 in grants for school buildings and furniture, and by the transfer to the head of instruction of the cost of prizes and rewards, for which Rs. 10,000 were included last year under the head of 'Miscellaneous.'

25. The Government contribution to the total cost of education, which fell in the previous year from 53 to 51 per cent., or (excluding building charges) from 52 to a fraction over 50 per cent., has again decreased to 47·75 per cent. Three years ago the Government share of the expenditure was 56 per cent. For the first time therefore in the history of the Education Department the contribution from private sources to the total cost of education has

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exceeded the amount of the Government grant,—a result to which the history of the last few years has steadily pointed. The following are the chief elements of difference:—The Government share in the cost of collegiate education has fallen from 55 to 52½ per cent.; of secondary education from 36 to 35 per cent.; and of primary education from 35 to 28½ per cent.

26. The following table shows the class of instruction reached by the pupils in schools of all kinds, excluding colleges and also schools of special instruction. The *upper stage* includes pupils who have reached a standard equivalent to that of the first or second class of a school reading the University Entrance course; the *middle stage* includes all between these and the next following class; the *primary stage* includes in its higher section those who can, and in its lower section those who cannot, read, write, and understand easy sentences in their mother tongue:—

CLASS OF SCHOOLS.	Number of pupils.	Upper stage.	Middle stage.	Primary stage, higher section.	Primary stage, lower section.
Higher English	36,033	18·4	53·5	22·3	5·8
Middle "	31,490	·1	38·3	39·5	22·1
Middle vernacular	52,607	·2	31·7	36·8	31·3
Lower ditto	53,391	......	13	40 4	46·6
Primary ditto	531,084	......	1·2	37 1	61·7
Girls' schools for natives	12,777	·2	10 8	32·1	56·9
Boys' schools for Europeans, &c.	2,172	15·2	43	30·2	11·6
Girls' ditto ditto	1,221	2	37 8	38·2	22
Mixed ditto ditto	1,184	4·1	37·6	39·4	18·9
Total number of pupils ...	721,950	7,413	64,920	264,448	385,178
Total percentage ...	......	1·03	9·	36·6	53·3

It will be observed that this table supplies the information which the Government of India, in the Resolution to which reference has already been made, desires to secure by dividing a middle or a higher school, with pupils in two or in three stages of instruction, into two or three distinct schools. More detailed information under this head will be found by comparing the return of schools and students with the return showing class of instruction, both of which are appended to this report.

27. In the following table the social position of the pupils in various classes of schools is compared:—

CLASS OF SCHOOLS.	Upper classes.	Middle classes.	Lower classes.
Higher English	3·3	67·1	29·6
Middle "	1·5	46·4	52·1
Middle vernacular	1·2	34·5	64·3
Lower "	·2	21 1	78·7
Primary "	·3	13·5	86·2
Total of all schools ...	·5	19·9	79·6

In the returns of the previous year the percentages of the three classes were ·5, ·27, and 72·5 respectively. The great decrease in the number of middle class pupils shown in the present returns arises from a new definition of the classes that has been introduced, the effect of which has been to transfer to the lower class a large number of pupils hitherto returned as belonging to the middle class. All such definitions are essentially arbitrary; but for the returns of the present year the following have been adopted:—

The "upper classes" include those whose income amounts to Rs. 10,000 a year, if derived from Government service, estates, or professions; or to Rs. 20,000 a year if derived from trade.

The "middle classes" include those below the upper classes who are (1) officers of Government other than menial servants, constables, and the like; (2) holders of realized property yielding an income of Rs. 200 a year and upwards; (3) professional men; (4) merchants, bankers, and large traders.

The "lower classes" include all who are not included in the other two.

Of the whole number of 571,202 lower class pupils, 349,885 are children of cultivating ryots, and 65,423 of small traders. These proportions indicate the extent to which the system of primary education is working for the benefit of the agricultural classes.

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28. The number of pupils in aided and unaided schools is here compared Division by Division for two successive years. The loss of pupils in aided schools in the Presidency Division is confined to the district of Jessore, in which, as was pointed out in my last report, the primary grant had been for some years exceeded. The unaided schools of the Bhagulpore Division in 1878 have now been taken up into the primary system, and appear as aided schools. In the Patna Division many of the unaided schools of 1878 reappear as aided schools, while many more have been discovered and registered. Throughout Orissa, and especially in the district of Pooree, large numbers of indigenous pathsalas have been registered.

	Pupils on 31st March 1878.		Pupils on 31st March 1879.	
	In aided schools.	In unaided schools.	In aided schools.	In unaided schools.
Calcutta ...	12,396	......	14,995	......
Presidency Division ...	93,911	20,661	91,105	24,304
Burdwan " ...	148,980	16,662	155,060	11,936
Rajshahye " ...	39,146	4,872	39,598	6,682
Dacca " ...	64,146	16,611	75,881	15,421
Chittagong " ...	12,542	1,760	15,241	1,692
Patna " ...	51,547	19,233	61,415	29,332
Bhagulpore " ...	24,487	19,700	53,058	655
Chota Nagpore " ...	22,805	3,409	24,560	2,217
Orissa " ...	57,463	926	57,426	13,515

29. The advancement of each Division is shown by the number of pupils in different stages of instruction, as in the following table:—

Divisions.	Population.	Upper stage.	Middle stage.	Primary Stage.	
				Higher section.	Lower section.
Calcutta ...	430,000	2,408	8,479	5,637	5,678
Presidency ...	7,881,000	1,410	13,980	38,429	63,705
Burdwan ...	7,291,000	1,547	13,906	69,855	85,842
Rajshahye ...	7,377,000	384	5,318	20,123	23,225
Dacca ...	9,127,000	1,024	10,746	29,940	52,751
Chittagong ...	1,911,000	249	2,093	5,555	10,314
Patna ...	13,123,000	610	4,975	35,888	54,050
Bhagulpore ...	7,290,000	255	2,718	18,493	34,770
Chota Nagpore ...	3,323,000	145	1,717	10,786	15,549
Orissa ...	3,162,000	269	2,147	30,378	39,477

II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

30. The organization of the department has been revised and strengthened in the course of the past year by a Resolution of Government dated the 29th July 1878. In that Resolution the Lieutenant-Governor expressed his full adherence to the leading principles of the system of educational administration which had been established by Sir George Campbell in 1872; namely, the direct control by the Magistrate of primary education, and the closer association of the Education Department with the executive officers of Government. At the same time it was declared that primary education should be brought more clearly within the final control of the head of the department; that the services of Circle Inspectors were to be more fully utilized in matters of direct administration; that the duties which had been assigned to district committees were needlessly multifarious; and that it was desirable to settle more definitely the relative positions and functions of the various officers concerned in educational work.

31. Accordingly it was ordered that the Director should exercise general control over education of every kind, including primary. The primary grant was still to be administered, and primary scholarships awarded, by the Magistrate, through his district officers the Deputy and Sub-Inspectors; and for the state of primary education in his district the Magistrate was still to be held in the first instance responsible. That officer was, however, empowered to consult the Circle Inspector on any matter connected with primary education; and the latter, similarly, to offer his independent opinions to the Magistrate. The Magistrate was not bound to follow the Inspector's advice; but if differences of opinion arose on matters of importance, the question was to be referred to the Director, whose decision would generally be final, subject to a reference to Government in certain excepted cases.

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32. The general control of all the schools of a district, and the distribution of the grant-in-aid allotment, had by the rules of 1872 been vested in the district committee. By the new Resolution the Circle Inspector was declared to be the chief administrative officer of the department, and was made immediately responsible for the state of secondary education throughout his circle. He was charged with the local administration of the grant-in-aid assignment, and with the supervision and control of aided schools. He was entrusted with the management of all middle and lower class Government schools, including the appointment and promotion of their teachers; the selection of text-books in all schools other than primary; the examination for, and award of, middle and lower scholarships; the supervision of zillah schools, of normal schools, and of Government colleges and madrasahs under officers of the subordinate grades of the department; and the appointment and promotion, up to certain limits of salary, of teachers in zillah schools.

33. In order to utilize the services of the Inspector in the best possible way, and to enable him to engage himself more closely in the direct control and supervision of schools, and in the other important duties which were definitely transferred to his charge, he was by the same Resolution ordered to be relieved of the duty of auditing school bills and accounts; a new department being created in the office of the Director for the discharge of these duties. The appointment of Assistant Inspectors in four of the largest circles was intended to afford him still further help. The duty of the officers, as defined in the Resolution, was to collect for the Inspector, within whose circle they worked, such information about the condition and progress of schools as the latter officer was unable to obtain by personal inspection, owing to the inconvenient extent of his local jurisdiction. They were to form no separate link in the administrative chain, but were to be regarded as the eye and the right hand of the Inspector; and were accordingly to be employed in whatever duties the Inspector, looking to the varying requirements of his circle, might from time to time assign to them. The Inspector would, however, it was considered, find it advisable to make over to his assistant the general supervision of vernacular schools, retaining that of English instruction under his own more immediate charge. At the same time the increasing importance of vernacular teaching in middle English schools made it essential that schools of that class should also come within the range of the Assistant Inspector's duties; while the Inspector was exhorted to make himself familiar with vernacular (including primary) schools, not only through the reports of his Assistant, but also by personal inspection as occasion offered.

34. The new duties assigned to the district committee were these. Besides assisting the Magistrate, as a consultative council, in matters connected with primary education, the committee were to undertake the general supervision of the zillah school, so far as regarded the maintenance of the building, the financial affairs of the school, and the settlement of questions of discipline that might be referred to them by the head-master; in all matters, in short, except the determination of the course of instruction and the appointment or promotion of teachers, though they were empowered to make whatever representations they wished on these last excepted points.

35. The relative position of the various officers, educational and civil, who are concerned in educational work, was determined in the following way. The Director was to be held responsible to Government for the state of education of every kind. Superior education in colleges and madrasahs was placed under his immediate control. In matters of secondary education, the final distribution of the grant-in-aid assignment rested in his hands; all grants being sanctioned and withdrawn by him. His power of appointment to teacherships and other offices, and of promotion therein, was defined and enlarged. In other matters connected with secondary education he looked to the Inspector; and in those belonging to primary education to the Magistrate; retaining in each case the final control and revision, subject to the orders of Government, of important or disputed points. The immediate duties of Magistrates and district committees on the one hand, and of Circle and Assistant Inspectors on the other, have already been described. In addition, each class of officers was empowered, and indeed invited, to communicate freely to the other any observations on educational matters not falling within their own control which the experience of their daily

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work might suggest to them. Coming to the subordinate officers of the department, the Deputy Inspector, who was charged with the supervision of all classes of schools in his district, was declared to be subordinate to the Inspector in regard to secondary, and to the Magistrate in regard to primary education. In order to avoid any confusion that might arise from this double subordination, it was provided that the Magistrate, as the officer in more immediate local connexion with the Deputy Inspector, should have the first claim on his services. Sub-Inspectors, who are officers chiefly engaged in primary education under the Deputy Inspector, were placed in much closer subordination to the Magistrate. The position of the Commissioner in this system it was thought unnecessary to define, beyond declaring that he must be kept as fully informed by Magistrates and Inspectors of the progress of education in his Division, and enjoy as ample opportunities of taking an active part in it, as he might wish.

36. So far as the experience of a few months justifies an opinion on the subject, the new organization has worked well. It has removed causes of delay without introducing elements of disagreement. The higher inspecting officers of the department have been freely consulted by Magistrates on matters connected with the administration of the primary grant, and in some instances references have been made to myself: in only one has it been necessary to refer a question for the decision of Government. In sending out a circular of instructions for the guidance of departmental officers in preparing their annual reports, I invited each district officer to favour me with a special report of his own upon the primary education of his district, independently of the departmental reports. In the great majority of cases my request has been readily acceded to; and a series of valuable reports upon district elementary education, by the officers directly charged with its control, has now for the first time been received by the department.

37. The transfer to the Inspectors of the direct responsibility for secondary education has had equally beneficial results. When the responsibility for a grant-in-aid was shared in a somewhat indefinite way between the Circle Inspector and the district committee, the Inspector, though still charged with the supervision of aided schools, had not that direct and independent authority over them which would enable him to act in all cases promptly. Applications for revision of establishment or for reduction of grant had still, according to the rules, to come before the district committee; and though, in spite of this divided responsibility, many bad schools were reduced, yet many others continued to enjoy grants-in-aid to which their actual condition hardly entitled them. Under present orders the Inspector alone is responsible for the due application of every grant; he has had his attention repeatedly and strongly drawn to the inefficient schools that exist in every class; and with regard to each one that has conspicuously failed to reach the departmental standards, he has been called on, after due investigation of its circumstances and history, to explain the causes of its failure and to state its prospects of success. The result has been great activity among aided schools in every circle. In a large number of cases, as before mentioned, grants have been withdrawn; but this is a measure which has only been adopted in the last resource, when it has become manifest that success cannot be reasonably expected. The fact that 65 higher and middle aided schools (to speak of no others), out of a total of 1,111 of those two classes, should have had their grants cancelled during the year, is a sufficiently clear proof of the continued need that existed for decided action. But the abolition of aided schools is by no means the only result of the year's work. In a large number of cases in which failure appeared to be due to remediable causes, the establishment of the school has been revised, its site or its teachers changed, or its class altered. The revision of grants to existing schools has been attended with a considerable saving, which will of course not be permanent. There are numerous schools now unaided, which need and deserve aid; and while the great complaint for the last few years has been that the grant-in-aid assignment was insufficient for the requirements of the country, we have now a fund from which new schools, as they show themselves worthy, can be aided.

38. These are the principal duties in which the Circle Inspectors have been engaged, and in which the new Resolution has added to their authority and their power of prompt action. The appointment of teachers in zillah schools

without reference to the district committees concerned, and the control or transfer of Government vernacular schools without reference to Magistrates, have also proved to be useful additions to the duties of the Inspector. In all this I would not be understood as saying or insinuating that the new Resolution has replaced an inefficient by an efficient agency; though this is doubtless true in the sense that the officer whose whole time is devoted to these and kindred duties has an advantage over one who attends to them at intervals, and in the midst of other engagements. All that I mean to convey is that a double has been replaced by a single agency, responsibility restored and defined, and an active and consistent policy made easier than before.

39. The position of Assistant Inspectors is not altogether free from ambiguity. Their official personality is merged in that of the Inspector; consequently, while their business is to see and report, they are generally unable to act. The Circle Inspectors indeed speak highly of the services which their assistants have rendered. The Inspector of the Western Circle refers to Babu Brahma Mohan Mullick, his assistant in the Burdwan Division, as "quite capable of holding independent charge of a circle." He describes Babu Radhanath Roy, the Joint-Inspector in Orissa, as "a Sanskrit as well as an English scholar; a successful author both in Uriya and Bengali; of very superior natural parts; and quite devoted to his duties." The Inspector of the Eastern Circle writes of Babu Dinanath Sen:—"I have received from the Assistant Inspector, since his appointment to Chittagong, a series of very able and elaborate reports of the state of education in that district." The Inspector of the Behar Circle points to the progress that has been made in the Bhagulpore Division, as showing that the appointment of Babu Radhika Prasanna Mookerjea as Assistant Inspector has not been made a day too soon. The Inspector of the Presidency Circle has adopted in full the "copious and careful report" of Babu Bireswar Chatterjee, the Assistant Inspector of the Chota Nagpore Division. But from one at least of the Commissioners I have received a representation that he cannot quite determine the actual position of the Assistant Inspector, nor the relations of that officer to himself. The Assistant Inspector's view, in fact, is confined to that section of educational business which the Inspector, desiring information, may from time to time assign to him; if the Commissioner refers to him on any other subject, the Assistant is compelled to plead either ignorance or inability to act. He forms no separate link in the administrative chain; subordinate officers consequently pass him by, and address themselves directly to the Inspector. The Resolution of Government purposely left the position of the Assistant Inspector somewhat undefined, in the belief that further experience would point out the right mode of adjusting his relations with other officers. That experience seems to show that if he is to be not merely a partial channel of communication and source of information, but also the local embodiment of the Inspector, a more prominent position must be given to him. Means can be found for securing this result even while he remains an Assistant Inspector. But it will be worth consideration hereafter whether the most satisfactory mode of defining the position of these officers will not be to constitute some of them Joint-Inspectors—a change which was contemplated in the Government Resolution. The status of a Joint is more independent than that of an Assistant Inspector; but the Division under his charge is still subject to the control of the Inspector with regard to English schools, to certain classes of appointments, and to the distribution of grants-in-aid. The Inspector's influence, therefore, still extends to that portion of his circle which is placed under a Joint-Inspector; and the visits which he is under the necessity of paying to this detached area will enable him to make that influence strongly felt. A collateral advantage of such an arrangement is that, whenever the Commissioner of a Division desires to interest himself closely in educational matters, he is enabled to do so with much greater effect when his chief educational adviser has the position of a Joint-Inspector.

40. The control by District Magistrates of the primary grant, and their relations to inspecting officers, satisfactory in nearly all respects, call for notice in two points only. The hope expressed by the Lieutenant-Governor in his Resolution upon the last annual report, that the system of payment by results would, if only in its simplest form, be tried in every district, appears to have led

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some district officers to conceive that they were by those orders precluded from aiding any schools of a class other than the primary, to which the system of payment-by-results is more peculiarly applicable. No orders that have been issued by Government really support this position. Useful warnings have been from time to time issued against the unnecessary diversion of the primary grant to the purposes of secondary education; and the principle has been maintained that the chief function of that grant is "to promote primary education; not to force people out of their natural social position by giving them an education which unfits them for the ordinary duties of such a life as is open to them. That the occasional development of a primary school into one of a higher class, though it need not be repressed, is to be left to come naturally, and only as the result of an actual demand; that no forcing is to be attempted; and that the sound progress of a district in primary education is to be tested only by the proportion of pupils who can read, write, and cipher." The principle thus stated carries with it its own limitations. Lower and even middle vernacular schools that grow naturally out of primary schools are to be aided from the primary grant. The importance of lower vernacular schools, for the encouragement of which a special class of scholarships has been created, is that they form a quite necessary connecting link between the new primary system and organized education of a higher class; while the circumstances of their origin, their humble status, and the fluctuating nature of their income, make it impossible to bring them under the conditions of the grant-in-aid rules. This principle has now been definitely accepted by Government in a letter (No. 352) dated 22nd April 1879, in which it is declared that "lower vernacular schools formed out of the most advanced primary schools . . . . . should be aided from the primary fund. The extension of lower vernacular schools from the primary grant has, no doubt, to be strictly watched, but it would be impossible to apply to them the grant-in-aid rules."

41. The second point to which reference need be made is the indefinite distribution of the Deputy Inspector's time between the supervision of primary education under the orders of the Magistrate and of secondary education under those of the Inspector. It is an oft-repeated complaint that the reforms of 1872, the value of which few are now inclined to disparage, had nevertheless this injurious though inevitable result, that they confined the attention of inspecting officers to primary schools, to the great neglect of secondary education. The steady decline of secondary schools throughout the country during the last six years has been repeatedly insisted on by those most competent to judge, and has been the subject of comment in successive Resolutions of Government. It may be illustrated by facts adduced in the Burdwan Division, in which the average number of visits paid yearly by the Deputy Inspectors to each secondary school has declined from 3·9 in 1871 to 1·9 in 1878,—ranging from one visit a year in Midnapore to 2·6 in Bankoora. If further evidence to the same effect were required, it would be found in the large margin of inefficient schools that are now known to exist, and in the vigorous measures which it has been found necessary to take with the object of reducing that margin. The time therefore has plainly come for declaring that the supervision of secondary schools is now the most important part of the Deputy Inspector's duties. In most districts the system of primary instruction is now well established, and requires on the part of the Deputy Inspector no more than a general, though careful, supervision of the work of his subordinates. The Sub-Inspectors as a body have gained considerable insight into the conditions and circumstances of primary education, and are thoroughly competent to inspect primary schools. To confine Deputy Inspectors to the same task, is to employ them on duties which they are hardly better qualified to discharge, and to deprive middle schools of the chance of improvement. The function of the Deputy Inspector, as I understand it under the new organization, is to be the Magistrate's agent in working out his policy through the Sub-Inspectors, not to take a co-ordinate position with them; to lay down rules under the Magistrate's orders for the inspection or examination of primary schools, and to see that those orders are faithfully executed, rather than to carry them out in person. Yet I find a desire shown in some instances by the district officer to require from the Deputy Inspector so much and such detailed work in connection with primary schools, that it becomes impossible for the latter to carry out the

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orders which he receives from the Circle Inspector with regard to secondary schools. The requirement, for example, that the Deputy Inspector shall personally visit and inspect a certain large number of primary schools every month, or that he shall be present at every sub-circle examination, is not one which in the existing development of the primary system it seems necessary to enforce. It is at any rate found to be irreconcileable with orders which I have myself issued to Deputy Inspectors, requiring minute and careful examination of secondary schools, and a detailed report to the Inspector of certain prescribed particulars in the case of each school examined. The Resolution of the 29th July 1878 lays down the rule that if the Magistrate and the Circle Inspector require the Deputy Inspector's services at the same time, the Magistrate shall have the first claim on his services; but it is possible for a district officer, zealous in pushing forward primary education, to interpret that rule in a way which was not really contemplated by Government. The general supervision of the primary system, in which they have Sub-Inspectors as their agents; and the detailed examination of secondary schools, in which they must practically work single-handed,—these are the duties which can now be most usefully required of Deputy Inspectors. All that is needed is an intimation by Government of the policy which it wishes to be followed. Without such a general declaration it will be difficult to carry to completion the reforms which are now on foot.

42. The introduction of the new graded system at a final estimated cost of Rs. 22,000 a year has sensibly improved the position and prospects of the subordinate officers of the Education Department. The number of officers admitted to the classes is 318; of whom 6 are in the first class on Rs. 400 rising to Rs. 500; 10 in the second, on Rs. 300 rising to Rs. 400; 25 in the third, from Rs. 200 to Rs. 300; 40 in the fourth, from Rs. 150 to Rs. 200; 62 in the fifth, from Rs. 100 to Rs. 150; 75 in the sixth, from Rs. 75 to Rs. 100; and 100 in the seventh, from Rs. 50 to Rs. 75. The orders of Government provide that the promotion of an officer from class to class is to be determined not merely by seniority, but by that combined with efficient work and aptitude for higher duties. It may be anticipated that these orders will have a marked effect in encouraging officers of all classes to qualify themselves for further promotion by the efficient and faithful discharge of their duties. A detailed report of the work of each officer for the past year has now been supplied, and will be continued from year to year on a definite system, so as to form a permanent record of his services.

III.—UNIVERSITY EDUCATION.

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43. As in the previous year, the Government colleges numbered 12. Of these, seven are of the first grade, teaching the full course for the B.A. degree, namely, the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Cuttack, and Rajshahye colleges. There are five second grade colleges, teaching to the standard of the First Arts examination; they are the Sanskrit, Berhampore, Midnapore, Rungpore, and Chittagong colleges. The abolition of the college department at Rungpore, after an experimental existence of two years, has, however, now been decided on, and will be carried out at the close of this session. As in the previous year, there are six aided colleges and three unaided, among which La Martinière has now for the first time supplied the returns of its college department.

44. The following tables give the usual returns of attendance and expenditure:—

Statement of Attendance in Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	Number on the rolls at the end of the year.				
		1875.	1876.	1877.	1878.	1879.
Government—	Rs.					
Presidency College	12	350	310	309	329	349
Sanskrit "	5	25	24	34	36	35
Hooghly "	6	113	120	163	208	180
Dacca "	6	130	129	128	129	146
Kishnaghur "	5	61	64	114	105	79
Berhampore "	5	35	31	37	39	26
Patna "	6	90	92	107	108*	114
Cuttack "	4	20	17	30†	30‡	36
Rajshahye "	3	25	26	30	41	59
Midnapore "	5	12	10	18	17	21
Chittagong "	......	......	......	8	15	18
Rungpore "	......	......	......	17	16	9
Total ...	......	851	838	1,001	1,082	1,067

* Exclusive of fifteen out-students. | † Exclusive of two out-students. | ‡ Exclusive of one out-student.

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Colleges—General.	Monthly fee.	Number on the rolls at the end of the year.				
		1875.	1876.	1877.	1878.	1879.
	Rs.					
Aided—						
General Assembly's College, Calcutta	5	104	118	219	333	296
Free Church " "	5	99	100	102	99	98
Cathedral Mission " "	5	75	80	90	86	73
St. Xavier's " "	5	45	58	82	105	94
Doveton " "	......	......	11	12	18	22
London Mission " Bhowanipore ...	5	39	44	51	60	57
Total ...	......	362	411	556	701	640
Unaided—						
La Martinière College, Calcutta	......	......	......	......	......	8
Metropolitan Institution, "	......	......	146	230	220	248
Baptist Mission College, Serampore	......	......	9	5	......	......
Total ...	......	......	155	235	220	256
GRAND TOTAL ...	......	1,218	1,404	1,792	2,003	1,963

Statement of Expenditure in Colleges for General Education.

Colleges—General.	Number on the rolls on the 31st March 1879.	Average monthly roll number.	Average daily attendance.	Expenditure in 1878-79.			Cost per annum of each student.		
				From State funds, &c.	From fees, &c.	Total.	From State funds, &c.	From fees, &c.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government—									
Presidency College	340	319	288	55,853	48,057	1,03,910	193½	166½	360
Sanskrit "	35	35	32	14,354	1,710	16,064	448½	53½	502
Hooghly "	180	186	135	29,901	13,123	43,024	221½	97	318½
Dacca "	146	124	114	23,459	9,737	33,196	206	85	291
Kishnaghur "	79	87	68	22,598	4,603	27,201	358½	73	431½
Berhampore "	26	32	25	15,135	1,971	17,106	605	79	684
Patna "	114	104	96	29,382	8,293	37,675	306	86	392
Cuttack "	36	35	30	8,099	6,509	15,208	290	217	507
Rajshahye "	59	47	35	1,840	9,815	11,655	52½	280½	333
Midnapore "	21	18	15	1,628	4,254	5,882	108½	283½	392
Chittagong "	13	13	11	2,703	1,729	4,432	246	157	403
Rungpore "	9	12	7	3,164	1,625	4,789	452	232	684
Total ...	1,067	1,012	851	2,08,716	1,11,426	3,20,142	245	131	376
Aided—									
General Assembly's College, Calcutta...	296	287	229	4,200	24 207	28,407	18	106	124
Free Church " " ...	98	93	88	5,520	16,920	22,440	62½	192½	255
Cathedral Mission " " ...	73	73	64	5,520	17,599	23,119	86	275	361
St. Xavier's " " ...	94	78	70	3,600	22,100	25,700	51	316	367
Doveton " " ..	22	20	17	3,000	4,500	7,500	176½	264½	441
London Mission " Bhowanipore	57	57	39	2,349	11,010	13,359	60	282½	342½
Total ...	640	608	507	24,189	96,426	1,20,615	47	190	237
GRAND TOTAL ...	1,707	1,620	1,358	2,32,905	2,07,852	4,40,757	171	153	324

45. From the first of the foregoing tables it appears that there is a decrease of 40 in the total number of college students. In the last annual report it was pointed out that the number of college students had steadily advanced between the years 1874 and 1878 from 1,083 to 2,003, showing an average yearly increase of 230 in the number of those that sought a University education. The decrease in the past year might therefore seem to indicate a temporary decline in the demand for education of this class. In reality it means nothing of the kind; and the figures, when rightly explained, point to the fact that the demand is still growing. For it will be remembered that the number of possible college students is limited by the number of those that pass the various examinations of the University. The college students of the 31st March 1878 were formed out of those that passed the Entrance examinations of 1876 and 1877, and the First Arts examinations of the same two years. The college students of the 31st March 1879 are formed out of the successful candidates at the corresponding examinations of 1877 and 1878. Owing to the steady decrease in the number of successful candidates at the Entrance examinations of the years 1876, 1877, and 1878 successively, the quantity of potential 'college-material' declined from 2,308 in 1878 to 2,005 in 1879. In other words, out of 2,308 possible students in the former year, 2,003 were found to be members of colleges; while out of 2,005 possible students in the latter year, as many as 1,963 were members of colleges. The value of these figures is indeed affected by the exclusion of

students failing at either of the higher examinations and rejoining their colleges for a further course of study, but not in such a way as to vitiate the general conclusion. That conclusion clearly is that the demand for collegiate education is still increasing. Those who have passed the Entrance examination of the University find it more and more difficult to qualify themselves for any profession unless they go forward to a University degree; while those who proceed to the highest degrees which the University has to offer find their advantage in the more prosperous careers that are thereby opened to them.

46. The general movement of college students may also be elucidated in the following way. Of 755 candidates in Bengal who passed the Entrance examination of December 1878, 639 joined the first-year classes of colleges for general instruction in January 1879, exclusive of 32 students who joined the Civil Engineering Department of the Presidency College. The 733 first-year students of 1878 formed the second-year classes of 1879, and their number was increased to 900 by the re-admission of unsuccessful candidates at the First Arts examination of 1878. The second-year classes of March 1878 numbered 843; and of this number 672, besides ex-students and teachers, presented themselves at the First Arts examination of the following December. Of the 208 who succeeded in passing, 177 (including a few students of previous years) now form the third-year classes of colleges in Arts, in addition to 33 who have been admitted to the Medical College. The 161 third-year students of 1878, together with 52 unsuccessful fourth-year students, formed the fourth-year classes of 1879, which now number 213. Finally, 215 candidates (in addition to ex-students and teachers) presented themselves at the B.A. examination of January 1879: 71 passed, and of these 36 are now reading for the M.A. examination, against 31 in the preceding year. It follows therefore that 90 per cent. of the successful candidates at the Entrance examination become members of colleges; that practically all who pass the First Arts examination continue to read for their degree; and that about half of those who win that degree attempt the standard for honors.

47. The numbers in the Presidency College continue to show a satisfactory increase, notwithstanding the high rate of fees. It is in every way desirable to attract as many students as possible to this, the strongest of all the Government colleges; and it is worth notice that the present returns show an increase, not only absolutely, but relatively to the whole number of students in Calcutta colleges. The decrease in the Hooghly College is due to the much smaller number of students that passed the Entrance examination from the higher class schools of the neighbourhood. In the Dacca College every class shows an increase in numbers. The college is gaining in popularity, and the number of students who join the Presidency and other colleges from Eastern Bengal is diminishing. The attendance at Kishnaghur and at Berhampore was reduced, not only by the smaller number of successful Entrance candidates, but also by the fact that several first-year students of 1878 appear not to have rejoined the second-year classes in the following session. The Berhampore College is kept up almost exclusively for the benefit of students from the Moorshedabad district. In the colleges of Patna and Cuttack there is only a slight change. But Rajshahye College shows a very decided increase throughout, and notably in the second-year class; the fourth-year class, containing six students, has been opened only this year. The Midnapore College has a second-year class of 13, instead of 3 as in the previous year.

The Calcutta aided colleges have suffered loss in their first-year classes, owing to the general failure of candidates at the Entrance examination of 1878; and also in their third-year classes. After the First Arts examination of 1877, the number of third-year students in aided colleges was 67, and in the Presidency College 45. After that of 1878 the proportions were reversed; the third-year class in the Presidency College numbers 66, in all the aided colleges 38.

The Metropolitan Institution shows a considerable increase in the strength of its Entrance class; and having been raised to the B.A. standard, it now has a third-year class of 8 students.

48. Comparing the table of expenditure with that for the previous year, it will be seen that the total yearly cost of each student, which is reckoned as in former years according to the average daily attendance, has decreased from

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Rs. 395 to Rs. 376, after a decrease in the year before to nearly the same amount. But by recent orders of the Government of India the cost of each student is henceforth to be determined by the average monthly roll number, a much juster method. Reckoned in this way, the total cost of each student has decreased from Rs. 334 to Rs. 316; the Government share having fallen from Rs. 228½ to Rs. 206, and the private contribution having risen from Rs. 105 to Rs. 110. The following variations in particular colleges chiefly call for notice. With five exceptions all the Government colleges show a decrease in the yearly cost of each pupil to Government. The cost has decreased at Patna from Rs. 450 to Rs. 306, owing not only to an increase in the local contributions, but also to a large improvement in the average daily attendance. At Cuttack the cost has fallen from Rs. 854 to Rs. 290, owing to the fact that the subscriptions for the previous year were kept in sealed bags. They are now regularly paid into the treasury, to the stipulated amount of Rs. 400 a month. The five exceptions are the following. At Kishnaghur the yearly cost has increased from Rs. 235 to Rs. 358, owing to special expenditure and to diminished attendance. At Berhampore the cost has increased from Rs. 479 to the serious rate of Rs. 605 for each pupil; so that this college, whose benefits are confined to a very limited section of the community, costs for each pupil nearly double the rate of any other in the province, with the exception of the Sanskrit College, which is maintained on special grounds. The Rajshahye College, all of whose expenses were in the previous year defrayed by its endowments, has now cost Government Rs. 52 for each pupil. The net grant to the college for the future will be Rs. 6,000 a year. The increase in the Midnapore College from Rs. 54 to Rs. 108 is merely due to a more accurate method of adjusting the accounts between the college and the school. The increase at Rungpore from Rs. 172 to Rs. 452 supplies a further argument for the abolition of the college classes.

49. The total expenditure upon collegiate education has increased from Rs. 4,32,112 in 1877-78 to Rs. 4,40,757 in 1878-79. The total increase of Rs. 8,645 has been caused by an increase in private contributions to the amount of Rs. 14,409, accompanied by a decrease of Rs. 5,764 in the Government expenditure. The Government expenditure is really less by Rs. 12,000 than the amount shown in the table; the arrear subscriptions of the Cuttack College to that amount having been paid into the treasury, though not entered in the foregoing statement of the income of the college for the year. But the subscriptions at the lately determined rate of Rs. 400 a month having been regularly paid during the past year, the cost of the Cuttack college to Government is Rs. 7,000 less than in 1877-78. In the Presidency, Hooghly, and Patna Colleges there is an equally distributed decrease in the Government expenditure, amounting in all to Rs. 10,000, and a similar increase in the local income to the extent of Rs. 5,000. The increase of Rs. 2,000 in the Government expenditure on the Rajshahye College, while the extra assignment for the year from provincial funds was fixed at Rs. 500 only, is the subject of an inquiry that is now being made into the amount that has actually been paid by the Rajshahye Association towards the support of the college. The increase of Rs. 4,000 in the Government expenditure on the Kishnaghur College is chiefly explained by the payment during the year of the cost of the apparatus purchased for the college laboratory. In aided colleges the Government grant remains constant; the private contributions show an increase of Rs. 2,000.

50. UNIVERSITY EXAMINATIONS.—The year under report, like its predecessor, was marked by a large reduction in the number of successful candidates at the various examinations of the University. This result was not confined to any particular province or to any class of institutions. It is not to be explained, therefore, by deterioration in the quality of the instruction or in the aptitude of the students. In the year 1876 an exceptionally large number of candidates passed the Entrance and First Arts examinations. In the year 1877 an exceptionally large number were rejected at the First Arts and B.A. examinations, and therefore swelled the class of failed candidates competing at the corresponding examinations of the following year. Both these causes would make it antecedently probable that a large number would fail at the First Arts and B.A. examinations of December 1878 and January 1879,

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without the necessity of assuming any great variation in the rigour of the standard. Of 759 candidates who appeared at the late First Arts examination from Bengal, 208 passed, or 27½ per cent. Of those candidates who appeared for the first time, 30 per cent. passed; while of the 214 unsuccessful candidates of previous years, only 17 per cent. passed. Similarly, among 262 candidates who were examined for the B. A. degree in January 1879, 71, or 27 per cent., were successful. Of those who presented themselves for the first time, 28 per cent. passed, while of the 84 rejected candidates of previous years only 21 per cent. passed. By a regulation of the University which has lately come into force all unsuccessful candidates will henceforth be required to attend the full course in an affiliated college for six months before again presenting themselves for examination, a measure which will probably have the effect of increasing the percentage of success among that hitherto unsatisfactory class of students.

51. First Examination in Arts.—The following table gives the particulars of this examination. The number of second-year college students in March 1878 was 843, and of these 672 appeared at the examination of the following December.

First Arts Examination, December 1878.

Colleges.	Candidates examined.	Number passed in the— First division.	Second division.	Third division.	Total
Government—					
Presidency College	110	13	21	15	49
Sanskrit "	16	3	2	...	5
Hooghly "	60	7	9	10	26
Dacca "	52	4	5	2	11
Kishnaghur "	38	2	...	9	11
Berhampore "	20	...	3	2	5
Patna "	48	3	3	5	11
Cuttack "	9	1	4	3	8
Rajshahye "	12	1	1	1	3
Midnapore "	8	...	2	1	3
Rungpore "	4	...	...	...	...
Chittagong "	8	...	2	1	3
Total	385	34	52	49	135
Aided—					
General Assembly's College	89	2	12	9	23
Free Church "	30	...	5	3	8
Cathedral Mission "	10	...	4	1	5
St. Xavier's "	15	4	1	...	5
Doveton "	9	1	...	...	1
London Mission " Bhowanipore	25	1	3	2	6
Total	187	8	25	15	48
Unaided—					
La Martinière College, Calcutta	2	...	...	...	...
Metropolitan Institution, "	97	4	10	6	20
Baptist Mission College, Serampore	1	...	...	...	...
Total	100	4	10	6	20
Ex-students and Teachers	87	...	2	3	5
Grand Total	759	46	89	73	208

52. An inspection of this table shows that Government colleges passed 35 per cent. of their candidates, aided colleges 26 per cent., and private institutions 20 per cent., while among independent students only 6 per cent. were successful. Again, of the candidates from Government colleges, 1 in 11 was placed in the first division; of those from aided and private colleges, 1 in 24. The Presidency College maintains its high position, passing 44½ per cent. of its candidates; and is closely followed by the Hooghly College, both in the percentage of successful candidates and in the number of those placed in the first division. The new second-grade college of Chittagong has justified its establishment by passing three candidates out of eight at this its first competition, thus taking rank by the side of the Midnapore College. In the Dacca, Patna, Berhampore, and Rajshahye Colleges the proportion varied from 21 to 25 per cent. At Dacca there is now a strong and well-constituted staff of Professors, but the results of their teaching cannot well be looked for until the close of the current session.

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At Patna three-fourths of the students failed in mathematics, in which subject there were two changes of Professors during the year, one early in the session, and another a few months before its close. At Berhampore, again, mathematics proved to be an element of weakness; while at Rajshahye as many as half the students failed in Sanskrit, a matter which demands the attention of the Principal. The Rungpore College met with very different success from that established at the same time and under the same conditions at Chittagong. None of its students passed the examination, a result which was held to have decided the very doubtful question of its utility and its prospects of permanent success, and the closing of its college classes has now been ordered. The Cuttack College achieved the distinguished success of passing eight candidates out of nine sent up, a result on which all concerned may well be congratulated. It should be added, however, that the class originally consisted of 15 students.

53. The following table shows the religion of the candidates. Upon the similar table for last year I had to remark that no Muhammadan candidate had passed in the first or second division, and only 12 per cent. altogether. The present year shows a much better result.

First Examination in Arts, December 1878.

	Candidates.	Number passed in the—			
		First division.	Second division.	Third division.	Total.
Hindus	698	37	81	67	185
Mahomedans	36	3	3	3	9
Christians	16	3	1	0	4
Others	34	3	4	3	10
Total ...	784*	46	89	73	208

* Including 29 who were absent from the examination.

54. Upon the results of the First Arts examination 49 senior scholarships were awarded. The following table shows the colleges from which the successful candidates came:—

Senior Scholarships, January 1879.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College ...	3	7	10
Sanskrit " ...	...	2	2
Hooghly " ...	...	6	6
Dacca " ...	...	4	4
Kishnaghur " ...	1	1	2
Berhampore " ...	...	2	2
Patna " ...	...	6	6
Cuttack " ...	...	2	2
Rajshahye " ...	...	1	1
Chittagong " ...	...	2	2
Midnapore " ...	...	2	2
Total ...	4	35	39
Aided—			
General Assembly's College ...	2	...	2
St. Xavier's " ...	1	1	2
London Mission " Bhowanipore ...	...	2	2
Doveton " ...	...	1	1
Total ...	3	4	7
Unaided—			
Metropolitan Institution ...	3	...	3
Grand Total ...	10	39	49

The 10 scholarships of the first grade are thrown open to general competition; nine were gained by Calcutta candidates, coming in equal proportions from the Presidency College, from aided colleges, and from the Metropolitan Institution, while the tenth was gained by a student of the Kishnaghur College. The second grade scholarships are allotted beforehand in definite numbers to certain districts and divisions, that is, practically to certain colleges. There is therefore in their case no competition between one college and another, except as regards those situated in Calcutta. Of these last, the Presidency and Sanskrit Colleges gained seven and two scholarships respectively, and the aided colleges four.

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55. Sixteen of the scholars elected to hold their scholarships in the Presidency College, ten at Hooghly, four at Dacca, and two at Kishnaghur, the number of those choosing the Hooghly and Dacca Colleges for their final course showing a considerable increase. All the scholarships assigned to Behar and Orissa are held in the local colleges. Five scholars chose the aided colleges, and four the Medical College of Calcutta, in which last only a single scholarship was held in the year before.

It is worth notice that the numbers of scholars choosing the A or Literature course for the B.A. degree has increased of late years. At the first institution of the alternative courses it was remarked that all the best students chose the course in science, notwithstanding the fact that the test of examination had shown it to be the harder of the two. Scholarship-holders were almost unanimous in selecting the B course. But some reaction has apparently set in, for the course in Literature was chosen by 13 senior scholars of 1879, and by 14 of the year before. The B.A. examination of 1879 reversed the judgment of former years as to the difficulty of the alternative courses, but the election was made before that result was known.

56. B.A. EXAMINATION.—The number of fourth-year college students in March 1878 was 221, and of these 215 appeared at the examination of January 1879. The following table shows the results of the examination :—

B.A. Examination, January 1879.

COLLEGES.	Candidates examined.	NUMBER PASSED IN THE— First division.	Second division.	Third division.	Total
Government—					
Presidency College ...	... 61	6	7	18	31
Hooghly " ...	... 31	2	5	...	7
Kishnaghur " ...	... 11	...	1	1	2
Dacca " ...	... 16	...	1	5	6
Patna " ...	... 11	...	2	1	3
Cuttack " ...	... 4	...	...	...	...
Total	... 134	8	16	25	49
Aided—					
General Assembly's College ...	... 34	...	...	7	7
Free Church " ...	... 20	...	1	4	5
Cathedral Mission " ...	... 19	...	1	...	1
St. Xavier's " ...	... 6	...	...	...	...
Total	... 79	...	2	11	13
Ex-students	... 36	...	3	4	6
Teachers	... 13	...	...	3	3
GRAND TOTAL	... 262	8	21	42	71

57. As in the previous examination, the Government colleges met with the greatest share of success, passing 37 per cent. of their candidates; while aided colleges passed 16 per cent., and of private students 18 per cent. passed. Of the Presidency College students more than half passed; and the Dacca and Patna Colleges succeeded better than in the First Arts examination. Still, in the Dacca College out of 16 candidates, including four out-students, eight failed in English, seven in mathematics, and eight in physical geography; and in the Patna College out of eleven candidates seven failed in English. The Kishnaghur College failed chiefly in mathematics; while of 32 Hooghly students, 10 failed in English, 15 in mathematics, and 17 in physical geography.

58. The Cuttack College failed in this, as in the previous year, to pass any of its candidates. This, however, is not the test by which the value of a college for Orissa should be judged. The Cuttack College contains no officer of the superior graded service; and all that its experimental establishment shows is that students so circumstanced are placed at a disadvantage in the general competition. When the period of five years, for which the upper college classes were sanctioned, has come to an end, the question of its continuance will have to be settled, not by the failure of its students by a particular test, imposed under conditions in which success could hardly be expected, but partly by the resources that may be found to be at the disposal of Government for maintaining a college on an adequate scale of

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establishment, and still more, perhaps, by the political advantages involved in placing higher education within reach of the inhabitants of a province who will not go abroad to seek it. The question of multiplying colleges in Bengal proper, and the question of establishing a college for Behar or for Orissa, involve widely different issues. In Bengal, the Government scholarships bring collegiate education within the reach of all, and they are eagerly competed for by students in every part of the province. In Orissa, as in Behar, it is found that the natives of the country set no value on a gift which forces them to seek for education among foreigners. Though the benefits of the Patna College require to be extended among a much wider circle than has hitherto felt its influence, yet no one will question the good which it has wrought for Behar, not only in regard to the spread of sound learning and the cultivation of intelligence, but in the practical way of training a body of men fitted to enter the professions or the public service. The Cuttack College, properly equipped, will civilise Orissa, as the Presidency and other colleges have civilised Bengal, and as the Patna College is civilising Behar. Meanwhile, the way is being prepared for that result, and the level of education is being gradually raised, even though no students as yet pass the higher examinations of the University.

59. Out of 273 candidates from Bengal, including 11 absentees, 108 chose the A and 165 the B course at the B.A. examinations. For the first time since the establishment of the alternative courses the latter seemed to be the easier test, 29 per cent. passing in the scientific and 21 per cent. in the literary course. It is, however, also true, as shown by the number of failures in the common subjects of English and mathematics, that in this, as in former years, the B course was chosen by the most capable and ambitious students. The Presidency College is the only one in which both courses are regularly taught, though fourth-year classes for the A course were opened, or re-opened, during the past year in the Kishnaghur and Dacca Colleges, in addition to the course in science. From the Presidency College 20 students presented themselves in the A course, and seven passed; none in the first division, and only one in the second. Of 43 candidates in the B course 24 passed, six of whom were in the first division. In the Kishnaghur College six candidates in the A course all failed, while of seven candidates two passed. At Dacca the A course candidates succeeded better, three passing out of five, while only two out of 13 passed in the B course. There can be no doubt that such a division of the teaching power is a source of weakness to any college that is not fully equipped for both courses. The Principal of a college is placed in a difficulty when students put forward a request for an alternative course. Many of these are unsuccessful candidates at the preceding examination, and if their prayer is refused they must join some other college. The Principal is anxious to keep as many students as possible in the B.A. class; he takes counsel with the Professors, and they decide together that the necessary lectures can be arranged. In accordance with representations so made, I sanctioned last year the opening of alternative courses in two colleges; but desirable as it is to make the local college satisfy the requirements of all its students, yet the wisdom of such a concession must be regarded as still doubtful.

60. The religion of the candidates is shown in the following table. The entire failure of the few Muhammadan students is to be regretted. The Eshan University scholarship of Rs. 45 a month is given to that Hindu candidate, being a native of Bengal, who stands first on the list of B.A. candidates; it was awarded to Atul Krishna Roy, of the Hooghly College.

B.A. Examination, 1879.

	Number of candidates.	Number passed in the—			
		First division.	Second division.	Third division.	Total.
Hindus	229	7	20	36	63
Mahomedans	11	...	...	...	...
Christians	7	...	1	1	2
Others	26	1	...	5	6
Total	273*	8	21	42	71

* Including 11 who were absent from the examination.

61. M.A. DEGREE EXAMINATION.—The number of candidates for Honours was 23, of whom 13 passed; and for the ordinary degree 19, of whom nine passed. The Presidency College furnished 13 candidates for Honours, and of these 10 passed; three in English, one in history, five in mathematics, and one in philosophy; and five candidates for the ordinary degree, all of whom failed. Two candidates out of four passed in Sanskrit from the Sanskrit College, one of them with Honours. The Hooghly College passed two candidates for Honours in physical science, and the Kishnaghur College one Honour candidate in English. The Honour candidates from aided colleges failed, but of those for the ordinary degree, five passed out of seven.

COLLEGE REPORTS.—The following accounts of the progress of higher education in the colleges affiliated to the University in Arts are taken from the annual reports of the Principals. The statistics of the Presidency College are here given, as in previous years, in fuller detail than those of other colleges.

62. *Presidency College.*—The changes in the staff of this college for the year under report were the following. In April Mr. J. Eliot was appointed Meteorological Reporter to Government. Mr. W. Booth replaced him until the commencement of this year, when Mr. Eliot returned. In the month of April the Reverend G. M. Wilson was appointed a Professor; he taught mathematics in the first and second-year classes until the close of the year. Mr. A. E. Gough joined the college in June; he teaches philosophy and English in the third-year class. Mr. A. Clarke Edwards and Mr. F. B. De M. Gibbons joined in September; the latter gentleman taught mathematics in the college until November, when he resigned his appointment and returned to England. Mr. J. Mann joined the college in October, and was transferred to Hooghly at the beginning of the following session. Mr. W. J. Webb took furlough in August; Mr. Robson joined at the beginning of the year. He teaches Latin and English. There is a growing desire among the students to learn Latin, and though it entails much extra work on the Professors, the Principal thinks that, having regard to the requirements of English teaching, it should not be discouraged. In the second-year there are 19 students who attend lectures in this language. In March Mr. W. H. Paulson left the college for the Principalship of Kishnaghur; his removal was felt as a loss. Baboo Nilmani Mookerjee, the Sanskrit Professor, has been absent throughout the year, and Baboo Shama Charan Mookerjee has acted for him.

63. The comparative strength of the General Department of the college on the 31st of March during the last four years is shown in the following table:—

	1876.		1877.		1878.		1879.	
	Regular students.	Out-students	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Honour class	13	......	15	......	11	......	16	......
Fourth-year class	61	5	36	9	65	9	70	1
Third " "	38	6	64	10	45	10	66	4
Second " "	128	34	93	27	123	30	120	10
First " "	70	......	101	......	85	......	77	......
Total ...	310	45	309	46	329	49	349	15

These figures, the Principal remarks, speak for themselves, and he points with satisfaction to the recovery which has taken place in the number of students reading for Honours, by far the most satisfactory class that we have to deal with.

64. It has been found necessary to divide the second-year class, consisting of 120 students, into two sections, in order to ensure more efficient teaching. The division into sections has the obvious advantage of securing for each individual student more of the Professor's attention. This is perhaps of more importance to the students of the second than of the first year, as the stimulus of the approaching examination makes them more willing to profit by it. But even in the first year (and to a less extent in the third and fourth-year classes) such a division would be very desirable if the strength of the college staff permitted it. In smaller colleges it is possible to adopt the tutorial, rather than the professorial method of teaching, the latter being hardly well suited to students fresh from school; but with the large classes in the Presidency College this is not possible. The Principal considers that all

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the Professors are hard-worked, when it is remembered that some of them have duties outside the Presidency College.

65. Out of the 120 students composing the second-year class, 91 have taken up chemistry and 29 psychology. Among those who have taken up psychology there are four scholars.

Of the 66 students in the third-year class, 21 have taken the A course and 45 the B course. The number of scholars in the two courses is seven and 11 respectively. Of the optional subjects, five students have selected mathematics and history, one student mathematics and philosophy, and 15 philosophy and history.

The fourth-year class consists of 70 students. Of these, 25 have taken the A course and 45 the B course. The number of scholars in the A course is two, in the B course 19. Two students have selected mathematics and philosophy as optional subjects for the A course; 23 have selected history and philosophy.

66. Classifying the students according to the social position of their parents or guardians, we have the following result:—

Belonging to the upper classes of society	22
Ditto middle ditto	327
	349

Classified according to religion, there are 336 Hindus, seven Musulmans, and six Christians.

67. The first-year class was examined in December last in the subjects read during the year. The result was satisfactory. From the second-year class 117 students were sent up to the F.A. examination, of whom 13 passed in the first division, 21 in the second, and 15 in the third, making a total of 49. Seven were absent. Of the 61 who failed, 34 failed in English, 34 in the second language, 20 in history, 53 in mathematics, 30 in logic, 24 in chemistry, and three in psychology. Upon the result of this examination six scholarships of the first grade and 13 of the second grade were awarded to students of the college. Mohini Mohan Sen, who stood first among the successful students from this college, obtained the Gwalior gold medal.

68. The third-year class was not examined.

The college sent up 63 candidates to the B.A. examination, 20 taking up the A course and 43 the B course. Of the A course candidates, one passed in the second division and six in the third, and one was absent. Of the 12 rejected candidates, five failed in English, two in the second language, three in history, nine in mathematics, two in philosophy, and four in optional mathematics.

Of the 43 who took up the B course, six passed in the first division, six in the second, and 12 in the third, and one was absent. Of the 18 who were rejected, eight failed in English, 11 in mathematics, seven in chemistry, seven in physical geography, and eight in physics.

69. The following seven graduates were elected scholars, the subjects they have taken up for Honours being recorded against their names:—

1.	Krishnadhone Mookerjee	Mathematics.
2.	Devendra Bejoy Bose	Philosophy.
3.	Kishori Mohan Sen Gupta	Mathematics.
4.	Charu Chandra Sarkar	Physical Science.
5.	Rajendra Nath Chatterjee	Ditto.
6.	Amulya Charn Mitra	Mathematics.
7.	Bhupendra Nath Bose	English.

The Haris Chandra prize was awarded to Krishnalal Datta, who is now reading for Honours in mathematics.

Atul Krishna Roy, holder of a Laha science scholarship, having obtained the Eshan scholarship from the Hooghly College, has now joined the Presidency College.

The Honour class contained on the 31st March 16 graduates, of whom seven are studying English, four mathematics, four physical science, and one philosophy.

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70. Twelve candidates presented themselves for the last examination for Honours in arts. Of these, ten passed. Their names, the classes they obtained, and the subjects they took up, are given below:—

NAMES.	Classes.	Subjects.
Saroda Prosad Ghosh	Second	English.
Mohini Mohun Chatterjee	Third	"
Ram Chunder Mullick	"	"
Kali Sanker Sukul	Second	History.
Surendra Nath Mitra	"	Mathematics.
Ashutosh Gupta	"	"
Saroda Ranjan Roy	"	"
Haridas Gargari	Third	"
Haridas Banerjee	"	"
Surja Kumar Agasti	First	Philosophy.

Another student paid his fee for this examination, but, not having passed the B.A. examination, he was not allowed to sit for it.

Five candidates appeared for the ordinary degree of M.A., one taking up English, one mathematics, two philosophy, and one physical science. They all failed.

71. *Sanskrit College.*—This is an Anglo-Sanskrit institution, though it is open also to students who wish to read Sanskrit exclusively. In the school department the studies are carried to the University Entrance standard in English, and in Sanskrit to a standard beyond that of the B.A. examination. In the college department English subjects are taught up to the F.A. standard, while the Sanskrit course is wider than that required by the University for the degree of M.A. in Sanskrit.

In the college department the number of students on the rolls was on the 31st March 35, against 36 and 34 of the two previous years. No great advance in numbers can be expected, seeing that the difficulty of the special Sanskrit course prevents the college being recruited from ordinary Entrance schools teaching only up to University requirements; while of students who pass the Entrance examination from the Sanskrit collegiate school many enter other colleges. Thus, of 16 who passed this school last year, only five entered the College Department. Of the 35 pupils, 8 are in the first year, 11 in the second, 7 in the third, 2 in the fourth, and 7 in the Honour class.

The fee income amounted to Rs. 1,710, being an increase of Rs. 25 on that of the year preceding; while the total cost to Government was Rs. 14,354, against Rs. 14,356; and the cost to Government for each pupil decreased from Rs. 495 to Rs. 449, owing to an improvement in the average daily attendance, the present basis of calculation.

The time given per week to the special Sanskrit course, compared with that devoted to the ordinary English subjects, is in the first year 18½ hours against 12 hours, and in the second year six hours against 22½; while in the two higher classes, which read the ordinary subjects at the Presidency College, nine hours and six hours respectively are given to Sanskrit lectures in their own college. There are also a class reading for Honours in Sanskrit for 18 hours a week, and a class recently opened to prepare candidates for the Sanskrit title examination in Sanskrit literature. Out of 17 candidates sent up to the First Arts examination five were successful, three being placed in the first division. The Officiating Principal attributes the large percentage of failure to the fact that the University no longer requires candidates for the higher examinations to present a certificate of probability of passing. At the B.A. examination both the candidates sent in passed in Sanskrit, though they were plucked in the other subjects which they read at the Presidency College. Three candidates went up for Honours in Sanskrit, of whom one passed, gaining a second class; and one went up and passed the M.A. examination.

The Officiating Principal expresses his general satisfaction with the work done by his colleagues. There were no permanent changes in the staff, which consists of three Sanskrit Professors including the Officiating Principal, and two English Lecturers.

72. *Hooghly College.*—There have been numerous changes in the college staff, Mr. Gough, Mr. Dowding, and Mr. Mann succeeding one another as Professors of English Literature; while Dr. Watt, Professor of Botany and

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Chemistry, was transferred to the Patna College, and Dr. Jadab Chandra Bose, Lecturer on Botany, died. The loss of the latter officer is deplored by the Officiating Principal; he was an assiduous and clever teacher, and an enthusiast about his work. The graded staff at the close of the year consisted of Mr. Griffiths, the Principal, the Rev. Lal Behari Day, and Mr. Mann. The science subjects were taught by Dr. Gregg and by Mr. Abinash Chunder Dutt, who was appointed to the Department in 1878, after being educated in England. The number of students on the rolls decreased during the year from 208 to 180, the loss being in the first and fourth-year classes; in the first year, from the fact that the candidates passing the Entrance examination from the schools of the neighbourhood were fewer than in the previous year; and in the fourth year, owing to the small numbers of the previous third-year class. But the second-year class is so large that further admissions have been refused. The first-year class contains 50 students, the second 92, the third 17, and the fourth 19; there are two Honour students.

For the F.A. examination 60 candidates went up, of whom 26 passed, 7 being in the first division,—a fairly satisfactory result. In the B.A. examination only 7 regular students passed out of 31 sent up. In physical geography 17 failed, and 15 in mathematics. The Officiating Principal was much disappointed at this unexpected result. One of those who passed, Atul Krishna Ray, stood second in the first division and gained the Eshan, the Vizianagram, and the Laha Science Scholarships, amounting in all to about Rs. 140 a month. The Thwaytes Gold Medal and a Laha Science Scholarship of Rs. 25 a month were gained by Sasi Bhushan Adhikari. Three candidates went up for Honours in Botany, of whom two passed—one in the first and the other in the second class.

The total fee income of the college was Rs. 12,237, a slight increase on the figures of the year preceding. The total expenditure fell from Rs. 44,448 to Rs. 43,024.

The Botanical Garden suffered much from want of water, the pipe leading from the pump to the river having been broken. The fact was reported to the Public Works Department in December, but the pipe was not mended till the last day of the official year. Meanwhile all the water plants had perished. The same thing occurred in the previous year.

The hostels, both the Hindu and the Muhammadan, were in a satisfactory state, there being 70 boarders in the first and 81 in the second. The improvements in the management mentioned in the last year's report have given general satisfaction. There are 17 free boarderships in the Muhammadan hostel, which the Principal describes as being most useful and important aids to poor and deserving Muhammadan lads. The cost to Government of the Hindu hostel was Rs. 818; of the Muhammadan hostel Rs. 136; in addition to the contribution of Rs. 1,713 from the Mohsin Endowment Fund.

The gymnastic classes do not flourish at this college, there being an average attendance of only 28 pupils.

73. *Dacca College.*—There have been no changes in the college staff during the year. The number of students has increased from 129 to 146, many students from Eastern Bengal schools being now drawn to this college instead of migrating to Calcutta. Of the 146 students, 55 are in the first year, 63 in the second, 12 in the third, and 16 in the fourth. The receipts from fees and fines amounted to Rs. 9,449, showing a slight increase over the previous year, and the total expenditure to Rs. 33,197.

For the F.A. examination 72 candidates, including 20 out-students, were sent up, of whom 12 only succeeded, 1 of the 12 being an out-student. The failures among the 52 regular students were 34 in English, 34 in mathematics, and from 13 to 23 in the other subjects. In the B.A. examination out of 12 regular and 4 out-students sent up, 5 of the former and 1 of the latter passed.

The Officiating Principal attributes failure in the University examinations to the utter indifference shown by students during their first and third years, and not to any want of earnest good teaching. The failures of the college this year in the F.A. examination have been mortifying to all the Professors.

The want of room in the college building for the large college and school classes has been for many years a great inconvenience. The Pogose School

building adjoining the college has been purchased by Government for the use of the collegiate school. Necessary repairs have been effected, and the building has now been handed over to the college authorities.

The Dacca College has for many years past been remarkable for success in athletics and cricket, and under the present Officiating Principal these pursuits have been much promoted by the organization of athletic tournaments and cricket matches. In the annual cricket match, "College *vs.* Station," the college eleven was, as usual, victorious.

A society has been started in connection with the college with the object of diffusing general knowledge and supplementing the work done in the college by means of popular lectures and a reading-room. Nine lectures on various literary and scientific subjects were fixed for the year 1879, of which several have been delivered. And in order to improve students in the arts of speaking and composing, it has been arranged that a series of lectures shall be delivered by students under the supervision of the college authorities.

74. *Kishnaghur College.*—Mr. Rowe having been appointed to officiate as Inspector of Schools, Presidency Circle, Mr. Paulson joined the college as Officiating Principal in March 1879. The numbers on the rolls have decreased since the last report by 26, the falling off being in the first and second-year classes; the total number is 79, against 105 of the year before. The first-year class has 23 students, the second 37, the third 11, and the fourth 8.

Thirty-eight candidates appeared at the F.A. examination, of whom 11 were successful, 2 being placed in the first division. Many candidates who had no chance of passing were sent up, as the college authorities are no longer required to do more than certify to attendance at a certain percentage of lectures. For the B.A. examination 12 candidates, including 1 ex-student, competed (two of those sent in being absent through illness), of whom 5 took the A course and 7 the B. Of the 12 only 3 passed, the failures being chiefly in mathematics, in which subject 8 were plucked. Two Honour and one M.A. candidate were sent up, of whom only the latter was successful.

The total expenditure of the college was Rs. 27,201, of which Rs. 4,603 were realized from fees and fines, the corresponding amounts for the previous year being Rs. 24,112 and Rs. 5,732.

Apparatus for the lectures in physics and chemistry was purchased during the year at a cost of £273. The Endowment Fund, amounting to Rs. 41,893, raised by public subscription, was lodged with the Collector of the district, and has been invested in Government securities for Rs. 40,000; the balance being credited to Government in part payment of the cost of the laboratory, in pursuance of an agreement originally made with the subscribers.

The gymnasium was well attended throughout the year, some of the students being very fair gymnasts. Cricket was played in the cold weather, and much interest shown in the game. The new laboratory and lecture-rooms are in course of construction, and will do much towards removing the inconvenience that the lecturers in chemistry and physics have hitherto felt for want of space. The hostel contained 21 inmates on the 31st March, and seems to be much appreciated.

75. *Berhampore College.*—The only change in the college staff during the year has been caused by the transfer of Pundit Ramgati Nyayaratna, for 12 years Professor of Sanskrit, to the Head-mastership of the Hooghly Normal School.

On the 31st March 1879 there were 26 students on the rolls, 8 in the first and 18 in the second-year class, against a total of 39 on the same date in the previous year. The Officiating Principal, Baboo Prasanna Kumar Sarbadhikari, points out that the College is recruited from the schools of the Moorshedabad district only, and that from all these schools only 14 candidates passed the Entrance examination of 1878. Of the 8 students in the first-year class (since reduced to 7), the fees of four are paid by the Maharani of Cossimbazar, and of two others by Roy Annada Prasad, Roy Bahadur; while one is a continual absentee through illness.

The total cost of the College Department was Rs. 17,106, against Rs. 17,050 of the year preceding; the income from fees and fines Rs. 1,971, against Rs. 2,210, leaving a net cost to Government of Rs. 15,135. Twenty candidates went up to the F.A. examination, of whom only 5 passed, the failures

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being 8 in English, 12 in mathematics, 6 in chemistry, 4 in history, and 3 in each of the other subjects.

The gymnastic class has had an average attendance of 33. The late gymnastic teacher, Baboo Hari Mohan Ganguli, organized a successful gymnastic tournament for the schools of the district, and collected some Rs. 350 to be spent in prizes; some of the money is reserved for a similar contest next year.

The Hindu hostel attached to the college had an average of 16 inmates, 13 being students; and its total cost was Rs. 1,516, of which Rs. 537 were realized from fees and fines and the remainder from the proceeds of a local endowment of Rs. 14,000.

76. *Patna College.*—There have been several changes in the staff during the year. Mr. McCrindle having gone on furlough for a short time, Mr. Bellett officiated for him. Mr. Archibald, Professor of Mathematics, obtained leave on medical certificate for 15 months, and his place was supplied by Baboo Nanda Krishna Basu, M.A., holder of a Premchand Roychand studentship. Mr. Willson's health also failed, and he was obliged to take leave for three months. His duties were taken up by Mr. Abinash Chundra Dutt, who was subsequently transferred to the Hooghly College, Dr. Watt from Hooghly taking his place.

The number of students had slightly decreased on the 31st March, but had risen again to 133 when the report was written. Of the 114 returned on the 31st March, 39 were in the first year, 55 in the second, 10 in the third, and 10 in the fourth. The Beharis numbered 65 to 48 Bengalis, and the Hindus 94 to 19 Mahomedans. The proportion of Behari students is increasing year by year. The schools of the Patna and Bhagulpore divisions contributed 34 students to the first year class, including 9 from the Patna Collegiate School; the schools of Lower Bengal contributed 5 only.

The amount realized from fees and fines was Rs. 8,293, against Rs. 6,361 of the year 1877-78—an increase of Rs. 1,932. The Government expenditure, owing to the officiating arrangements made, was Rs. 1,000 less than in the previous year.

For the F.A. examination 44 regular candidates were sent up, of whom 11 passed, 3 being placed in the first division. This result was very different from what the Professors and the Principal anticipated, as the class was considered an exceptionally good one.

Out of 14 candidates sent up for the B.A. examination 3 only were successful, the failures being 7 in English and 5 in mathematics.

The scientific association, originally started by Dr. Roy with the object of organizing a series of lectures and of forming a museum, has been remodelled by Dr. Watt, and is in a flourishing condition.

The hostel contained 34 boarders, of whom 7 were Mahomedans. The Beharis, as a class, object to reside in the hostel, as they will not live under the same roof with even their co-religionists if they come from Bengal. The gymnastic classes have been well attended, and the Beharis are at last beginning to join them.

77. *Ravenshaw College, Cuttack.*—The only change in the staff since the last report was that Baboo Lukhi Narain Dass went on medical leave in January 1879, and was succeeded by Baboo Byomkesh Chuckerbutty, M.A., as Lecturer in Mathematics.

The number of students on the rolls on the 31st March 1879 was 36, against 39 in the previous year. There were 14 students in the first, and 14 in the second-year classes; in the third and fourth-year classes the numbers were 5 and 3 respectively. The Principal reports that of the 36 students on the rolls 18 were Uriyas, 14 Bengali settlers, 3 Bengali immigrants, and 1 a European; 27 were scholarshipholders, and of the remaining 9 only 2 were Uriyas. It would therefore appear at first sight that without the aid afforded by Government or private scholarships the people of the province are as yet either unable to make use of the opportunities of high education which the college supplies, or are indifferent to its advantages. But it must again be remembered that the number of college students is limited by that of successful Entrance candidates. The number of feeder schools to the Cuttack College is only three, all of which are Government schools; the other higher

English schools in Orissa not having succeeded in passing any candidates at the Entrance examination. From those three schools only 31 candidates passed the Entrance examinations of 1877 and 1878; and of these all but three are now reading in the first and second-year classes of the college.

For the F.A. examination, out of a class of 15, 9 candidates were sent up, 8 of whom passed, 1 being placed in the first division. This is a highly creditable result, considering that out of the total number of candidates sent up from Bengal only 29 per cent. were successful. For the B.A. examination 4 candidates were sent up, but all failed. All of them were plucked in mathematics, and three of the four in chemistry as well. The two candidates who passed in English were clerks in the Commissioner's Office, and to suit their convenience the fourth-year class throughout the year was held in the early morning; they had both failed in 1878. The Principal regrets that the college has not yet passed the stage of having to form its classes of office-clerks and place-seekers; but it may be added that until Uriyas receive the same education as Bengal supplies, Bengalis will occupy all the places and offices of the province.

The fee income for the year was Rs. 1,709, and the total expenditure Rs. 15,208. The annual Government grant is Rs. 6,000, the old allowance to the high school, and a further sum of Rs. 4,800 to meet a local contribution of the same amount for the support of the higher college classes. The total cost of the college to Government was, however, only Rs. 8,700. This year the Maharajah of Mohurbhunj has given a donation of Rs. 20,000 as a permanent endowment, and at his request the name of the college has been changed to Ravenshaw College, in commemoration of Mr. Ravenshaw's services as Commissioner of Orissa.

78. *Rajshahye College.*—The college was raised to the status of a first grade college in January 1879, when Mr. F. T. Dowding was added to the staff as Officiating Principal.

The number on the rolls on the 31st March 1879 was 59, an increase of 18 on the figures of the previous year. In the first-year class were 22 students, in the second 28, in the third 3, and in the fourth 6. The number of students has nearly doubled within the last two years. All the students were Hindus, though the Mahomedan element largely preponderates in the population of the district: it is well known, however, that the Rajshahye Mahomedans belong almost exclusively to the poorer classes of society.

The income from fees and fines was Rs. 1,795, and additional sums of Rs. 5,000 and Rs. 3,000 were realized from private sources, the former from the Dubalhati Endowment, the latter being subscribed by the Rajshahye Association, in addition to a further sum of Rs. 2,000 paid in February 1878.

For the F.A. examination 12 candidates were sent up, of whom 3 were successful, 1 being placed in each division. The failures were mostly in mathematics, in which 7 out of the 12 were plucked, 5 failing in history, and 6 in Sanskrit.

The present college building being far too small to accommodate all the classes properly, a sum of Rs. 1,500 was sanctioned by Government for additional class-rooms. This has not yet been spent, there being some prospect of a large sum being subscribed for the erection of a permanent college building by the Rajshahye Association. Government has been asked to concede some additional land for the purpose.

79. *Midnapore College.*—There has been an improvement in the numbers on the rolls since last report, the figures being 21 this year, against 17 last year; 8 are in the first-year class, and 13 in the second. Six of the 21 held scholarships.

For the F.A. examination 7 candidates went up, of whom 3 passed. Of the four who failed, only one had studied for two years at this college, and he failed in one subject only. The college moreover lost two students during the year, both of whom were successful at the F.A. examination, one as an ex-student of the Midnapore College, the other as a student of the General Assembly's Institution.

More accommodation being needed for the college classes, Government has sanctioned an expenditure of Rs. 2,622 from the savings of the institution for the erection of two extra rooms, which will shortly be taken in hand.

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The income from fees and fines amounted to Rs. 1,223, and the interest on local funds to Rs. 3,030. The Government grant to the college is Rs. 2,000, Rs. 1,000 out of the total net grant of Rs. 3,000 having now been assigned to the school department. The Head-master, Baboo Gangadhar Acharjya, is spoken of by the District Committee as enjoying their full confidence, being an excellent teacher and a strict disciplinarian.

80. *Chittagong College.*—This second grade college was opened experimentally in 1877, and the first batch of students presented themselves for the F.A. examination in December 1878. The results of the examination, in which 3 candidates out of 8 were successful, may be held to have justified the experiment. Mathematics was the subject in which most of the failures occurred, 5 out of the 8 being plucked in that subject. One of the successful candidates was a Mahomedan, being the second of that religion who has passed the F.A. examination from the district of Chittagong; he has since joined the Hooghly College. The numbers on the rolls are 14, the same as last year, 7 being in each class.

The Golak Chundra Donation, which provided for the maintenance of the college for two years, has now come to an end, with the exception of a sum of Rs. 2,000 which has been invested, and will yield an annual income of Rs. 80. The Lieutenant-Governor, however, on his visit to Chittagong in March 1878, sanctioned the provisional continuance of the college and of the Government grant of Rs. 3,000 a year, if the rest of the necessary expenditure could be made up from local sources, including the savings of the school department, besides the ordinary college fees. The college is now being carried on temporarily under these conditions, pending a settlement of the question whether local subscriptions can be raised for its permanent maintenance.

Some additions have been made to the building in the course of the year, which have added greatly to the convenience of the classes.

A boys' club exists in connection with the college, at which during the year some 40 essays were read by students.

81. *Rungpore College.*—At the date of report there were 9 students on the college rolls, 7 in the first and 2 in the second-year class.

For the F.A. examination 4 candidates were sent up, all of whom failed. This disastrous result was as discouraging as it was unexpected, the Head-master having been confident that at least 2 would be successful.

The income from fees and fines amounted to Rs. 290, and Rs. 1,215 were realized from subscriptions. The total cost of the education of each pupil was Rs. 684, of which the Government share was Rs. 452.

82. AIDED COLLEGES.—Since the time when the grants to the aided colleges of Calcutta were fixed, their relative circumstances have undergone much variation. The amount of aid to be given has never indeed been settled, exclusively or mainly, by reference to the principle of results; though the estimate formed of the probable future usefulness of each college may be held to have influenced at the time the amount of its grant. Other circumstances which more directly affected the grant were the sums guaranteed from private sources and the amounts at the disposal of Government for high education. The following paragraphs will show that the grant now received by each college from Government bears no close relation to its usefulness; and in reference thereto I add a statement showing for each aided college its average attendance and its success in examinations for the last five years:—

AIDED COLLEGES.	Monthly Government grant.	Average number of pupils.	NUMBER PASSED IN FIVE YEARS AT		
			First Arts.	B.A.	M.A.
	Rs.				
General Assembly's	350	214	78	36	4
Free Church	460	100	52	23	10
Cathedral Mission	460	81	34	21	1
St. Xavier's	300	75	25	6	1
London Mission	200	50	34	......	......
Doveton	250	16	6	......	......

83. *General Assembly's College.*—The number of students was 296, divided as follows:—first year 97, second year 142, third year 21, fourth year 36. This is a decrease of 37 on last year's figures.

In the F.A. examination out of 92 candidates 23 were successful, 2 being placed in the first division. For the B.A. examination 36 candidates were sent up, of whom 7 passed, all in the third division. One student gained the Radha Kanta Medal and a scholarship of Rs. 25 a month in Sanskrit, and another student a scholarship of Rs. 20 a month, also in Sanskrit.

The college expenditure was Rs. 28,497, of which the Government contribution was Rs. 4,200, and the income from fees Rs. 14,451. The cost of educating each student was Rs. 124, and the cost to Government Rs. 18.

84. *Free Church Institution.*—The number of students on the roll on 31st March was 98, or one less than last year, viz. first-year class 21, second year 44, third year 4, fourth year 19, Honour class 10. Fees and fines amounted to Rs. 4,100; the Government grant was Rs. 5,520, and the total expenditure Rs. 22,420. The cost of educating each student was Rs. 255, and the Government share Rs. 63.

The results of the University examinations were:—F.A. examination, out of 32 candidates 8 passed; B.A. examination, out of 20 candidates 5 passed; whilst 4 obtained the degree of M.A.

85. *Cathedral Mission College.*—The number on the rolls on 31st March was 73, distributed as follows:—first-year class 17, second year 39, third year 6, fourth year 11. The number last year was 86. To the F.A. examination 19 candidates went up, of whom 5 passed. In the B.A. examination out of 19 candidates only 1 was successful. The arrangement by which the science students of this college used to attend the physical lectures of the Presidency College as out-students has been modified in the case of the second-year class, which now receives chemical lectures in its own college.

The expenditure during the year has been Rs. 23,119, which was met by Rs. 17,599 from fees and college funds and Rs. 5,520 from Government. The cost of educating each student was Rs. 361, and the cost to Government Rs. 86.

86. *St. Xavier's College.*—The college sustained a severe loss by the absence through illness of Father Lafont. It is hoped that he will soon be sufficiently recovered to return from Europe and resume his labours.

The number of students on the rolls was on the 31st March 94, against 105 last year. Of these 31 were in the first year, 42 in the second, 7 in the third, 13 in the fourth, and there was one Honour student.

In the F.A. examination out of 16 candidates 5 passed, 4 in the first division, 1 obtaining a first grade scholarship and a Duff Scholarship. For the B.A. examination 7 candidates were sent up, but all failed, 5 being plucked in mathematics. One student obtained the degree of M.A. in physical science.

The amount of fees collected was Rs. 7,186. The monthly fee has been raised from Rs. 5 to 6, and the increase of income thus realized has been laid aside for the purchase of books for a reference library. The cost of each pupil was Rs. 367, of which Government paid Rs. 51.

87. *London Mission College.*—The college has lost the services of the Revd. A. Strachan, B.A., who, after giving his valuable help until September 1878, suddenly died from heat apoplexy.

The numbers on the rolls were 57 on the 31st March this year, against 60 last year; 20 being in the first-year class, and 37 in the second. Six students passed the F.A. examination out of 27 candidates, 1 being placed in the first division.

The cost of each pupil was Rs. 343, of which Government paid Rs. 60.

88. *Doveton College.*—The number on the rolls was 22, against 18 in 1878; 6 are in the first-year class and 16 in the second.

The Principal regrets that the results of the F.A. examination were exceedingly unsatisfactory. Nine candidates were sent up, of whom 6 were regular students and 3 had failed at previous examinations. Eight candidates failed; six of them, however, passing in four out of the five subjects. The one successful candidate passed in the first division and obtained a second grade scholarship. The Principal thinks that the University ought to take steps to prevent violent variations of the standard from year to year.

The cost of each pupil was Rs. 441, of which Government paid Rs. 176.

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89. The subjoined table shows the changes that have taken place during the year under this head. Schools for the education of Europeans and Eurasians are excluded, and will be separately noticed.

SECONDARY SCHOOLS.

	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Higher English.				
Government	48	12,875	48	13,236
Aided	84	9,383	85	8,894
Private	44	9,430	63	13,903
Total ...	176	31,688	196	36,033
Middle English.				
Government	7	1,037	6	820
Aided	453	24,906	422	24,387
Private	112	5,675	112	6,283
Total ...	572	31,618	540	31,490
Middle Vernacular.				
Government	177	10,017	172	9,305
Aided	830	39,406	783	38,601
Private	80	3,811	106	4,701
Total ...	1,087	53,234	1,061	52,607
Lower Vernacular.				
Government	10	354	13	757
Aided	1,536	53,858	1,474	50,638
Private	58	1,800	54	1,996
Total ...	1,604	56,012	1,541	53,391
GRAND TOTAL ...	3,439	172,552	3,338	173,521

90. An inspection of this table shows that among aided schools there is a loss of 31 middle English, 47 middle vernacular, and 62 lower vernacular schools; partly balanced by a gain, under unaided schools, of 19 higher English and 26 middle vernacular. But the chief part of the reduction here shown in middle and lower vernacular schools has taken place in the area covered by the primary grant. Confining the attention to secondary schools supported by grants-in-aid there has been a loss of 54 schools, namely 31 middle English, 8 middle vernacular, and 15 lower vernacular, and a gain of one higher English school.

91. The arrangement of the present report does not admit of a separate section being given, as in previous years, to a review of the grant-in-aid allotment, and it will be convenient to introduce in this place some general statements with regard to it; it being understood that this allotment, though operating mainly within the region of secondary instruction, is not entirely confined to schools of that class. The following table compares the distribution of the allotment for the last two years, exclusive of special grants for building and other purposes.

TABLE I.

Statement showing the distribution of Education under the Grant-in-Aid System for 1878 & 1879.

	1878.				1879.			
	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	6	701	24,136	1,18,600	6	640	24,189	1,20,615
Higher English schools	84	9,383	48,842	1,96,528	85	8,894	48,562	1,90,295
Middle " "	453	24,906	1,30,463	3,76,289	422	24,387	1,17,803	3,49,909
Middle vernacular "	574	28,914	87,293	2,47,151	566	29,114	84,816	2,45,990
Lower " "	130	5,035	7,825	22,037	115	4,388	7,734	21,789
Primary " "	192	4,876	7,161	19,632	163	4,459	6,553	17,130
Girls' schools for natives	288	7,559	44,557	1,59,771	260	6,038	41,295	1,52,116
Boys " for Europeans, &c. ...	8	1,637	35,458	1,54,425	8	1,617	23,112	1,34,371
Girls " for "	11	991	19,281	70,574	12	1,115	19,840	73,034
Mixed " " "	18	786	13,987	38,117	18	892	14,220	48,564
Normal " " "	15	775	16,699	42,284	12	826	13,196	45,896
Technical schools	......	......	......	......	1	11	......	167
Total ...	1,779	85,563	4,35,702	14,45,408	1,677	83,281	4,01,320	13,94,376

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92. The reduction in expenditure, both from Government and from private sources, follows on the reduction in the number of aided schools. How that reduction has been brought about will here be briefly indicated. By far the greatest activity has been shown in the Presidency Circle; in withdrawing grants from inefficient schools, in revising the establishment or the class of those that gave promise of improvement, and in aiding new schools. It will be seen hereafter that the operations in the two districts of Jessore and Nuddea suffice to account for a large share of the reductions shown in the present report. In Orissa equal diligence has been displayed, regard being had to the total number of schools in that province. In the division of Burdwan a smaller proportion of schools have been called to account in this way; but the Inspector, while fully acknowledging the large margin of inefficient schools that exist in the division, has pointed to the prevalence of epidemic fever in recent years as supplying a sufficient explanation of the decline of schools, and as affording a reason for dealing with them tenderly and giving them a chance of recovery. Full weight should be allowed to these considerations. The circumstances of the Burdwan Division are exceptional; and any school honestly struggling with its difficulties, and not unsuited to the locality, may well be allowed a longer period of grace in which to re-establish itself. But all such cases, in Burdwan and in other divisions also, must be carefully distinguished. When that distinction has been drawn, there will still remain a large number of schools which, professing to belong to a given class, and receiving grants corresponding thereto, have nevertheless for years together either sent no candidates to the departmental examinations of the class, or failed to ensure their success. In other words, they have not fulfilled the conditions under which, whether expressly stated or not, grants were given them. That one or more pupils should pass each year by the standard which a school professes to teach is, if not the best criterion of efficiency throughout its classes, at any rate the only test which we can now apply. Inspectors have been urgently reminded that a grant-in-aid is not a benefice, to be held by a school irrespectively of its merits or success. The test of efficiency is not a severe one. In defining inefficient schools, those only have been regarded whose pupils have entirely failed at two or more out of the last three examinations. Further, those schools which, having failed at two, have succeeded at the third of those examinations, are regarded as "improving" schools. Those, again, which have been newly established, or whose class has been newly raised, are reserved for special consideration. Hence, an inefficient school means, as regards the present question, an old established school with a sufficient grant, whose pupils have either not appeared, or have altogether failed, at the scholarship examinations of 1878, and of one or both of the two preceding years. With regard to each of these schools, of which detailed lists have been furnished, the Inspector has been requested to make a special investigation, and to report what are the causes of failure, and what the prospects of success, in each case. Cancelment of the grant, as before stated, is by no means the only remedy that has been proposed or applied. In some cases revision of the establishment, in some the appointment of new teachers or a new committee, in some reduction of the class, in some transfer of the site, in some, again, the increase of local subscriptions, have been found to supply the necessary means of future improvement. But in other cases remedial measures have been found unavailing. The general history of such cases is somewhat as follows. Some of the leading men of a village are seized with the desire for a middle-class school. They consult the Deputy Inspector, who advises them as to the necessary scale of establishment and the amount of aid for which they should apply. Some enthusiasm is aroused, a committee is formed, a subscription list circulated, and teachers appointed. All goes well for a year or two, when dissensions arise among the members of the committee. A party breaks off, and their subscriptions cease. The pay of the teachers falls into arrears, and the head-master, seeing no hope of realizing it, resigns his appointment. An inferior man takes his place, well knowing the precarious nature of his salary. Dissatisfaction with the school increases, pupils leave, and their fees with them; the secretary no longer makes those advances by which he had endeavoured to satisfy the teacher and to keep the school going; and finally the Deputy Inspector or the Inspector learns something of the state of affairs, and comes down suddenly on the school. If

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it is found, as it is not seldom found, that the accounts of the school have been inaccurately represented to the Inspector, the grant is withdrawn. If, however, the management has been honest, an effort is made to reconcile the existing differences, and to start the school again. This attempt may succeed or not; but in the many cases in which it finally fails, all that can be said is that the school was established without possessing the elements of permanent success. From schools aided under conditions similar to these, grants are being continually withdrawn.

93. The following table sums up for reference the detailed statistics of attendance and expenditure in all Government and aided secondary schools, including those aided from the primary or circle grant.

Attendance and Expenditure of Schools of Secondary Instruction during 1878-79.

Class of Institutions.	Number of schools.	Number of pupils on the rolls on the 31st March 1879.	Monthly average roll number.	Average daily attendance.	Religion of Students on the 31st March 1879.				Received from—			Expended.
					Christians.	Hindus.	Mahomedans.	Others.	Government.	Local funds.	Total received.	
									Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Higher English—												
Government	48	13,236	12,328	10,115	104	10,903	2,140	80	1,26,217 8 6½	2,76,043 3 10	4,02,260 7 4½	3,99,417 14 3½
Aided	85	8,894	8,350	6,174	43	8,443	405	3	48,561 14 3	1,41,733 9 3	1,90,295 7 6	1,88,099 13 11
Total ...	133	22,130	20,678	16,289	147	19,346	2,554	83	1,74,779 1 9½	4,17,776 13 1	5,92,555 14 10½	5,87,517 12 2½
Middle English—												
Government	6	820	642	547	...	337	436	47	9,770 10 11	6,359 5 6	16,130 0 5	16,130 0 5
Aided	422	24,387	22,104	16,786	407	21,152	2,740	88	1,17,808 2 3	2,32,106 0 6½	3,49,909 2 9½	3,44,197 11 2
Total ...	428	25,207	22,746	17,333	407	21,489	3,176	135	1,27,578 13 2	2,88,465 3 0½	3,66,039 3 2½	3,60,327 11 7
Middle Vernacular—												
Government	172	9,305	8,608	6,582	1	7,585	1,491	228	48,316 0 4	27,372 4 11	75,688 14 3	75,688 14 3
Aided	783	38,601	35,724	27,127	218	33,162	5,156	65	1,01,958 8 11	1,76,261 8 4	2,78,220 1 3	2,76,169 3 1
Total ...	955	47,906	44,332	33,709	219	40,747	6,647	293	1,50,275 2 3	2,03,633 13 3	3,53,908 15 6	3,51,858 1 4
Lower Vernacular—												
Government	13	757	639	326	6	616	86	49	1,630 13 3	320 8 0	1,951 5 3	1,951 5 3
Aided	1,474	50,638	46,623	36,933	230	41,400	8,561	447	74,616 0 5	78,303 8 9	1,52,919 9 2	1,52,519 7 6
Total ...	1,487	51,395	47,262	37,259	236	42,016	8,647	496	76,246 13 8	78,624 0 9	1,54,870 14 5	1,54,470 12 9
Grand Total ...	3,003	146,638	135,018	104,590	1,009	123,598	21,024	1,007	5,28,874 14 10½	9,38,500 1 1½	14,67,375 0 0	14,54,174 5 10

N.B.—Exclusive of European and Eurasian schools for boys.

94. Higher English Schools.—The unique importance of this class of schools, and the necessity of keeping their establishments and their methods of teaching up to the highest possible standard of efficiency, depend upon the fact that they furnish the only source of supply for colleges. In Bengal the question of their efficiency is chiefly important as determining the quality of the education which they give; the most distinguished students of the University come, as is well known, from the great schools. But in Behar, in Chota Nagpore, and in Orissa, the question of quantity takes the foremost place. What is chiefly needed for these provinces is a due supply of students who are able to enter the University. That one Behari should take high honours is of much less moment, in the present state of that province, than that ten should pass through the ordinary college course and qualify themselves for those duties, official or professional, which are now undertaken by foreigners. The Patna College offers high education to all who pass the Entrance examination, but the number of those who pass is still lamentably small. The usefulness of the Cuttack College must always be limited by the number of candidates that pass the Entrance examination from the district schools. So few pass from the schools of Chota Nagpore that the question of a college for that division is altogether premature, though only on that ground. Middle and primary schools offer to the great majority of their pupils a course which is complete and sufficient. Higher schools do this also; but they provide, further, the only means of access to the University.

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95. The figures of higher English schools are repeated:—

	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools ...	48	12,875	48	13,236
Aided " ...	84	9,383	85	8,894
Private " ...	44	9,430	63	13,903
Total	176	31,688	196	36,033

Aided schools, notwithstanding the increase of one in their number, have suffered a considerable loss of pupils, and Government schools show an equal gain. The only great increase is in unaided schools. Each class will be separately noticed in detail hereafter.

96. Meanwhile, the results of the University Entrance examination for the three classes of schools may be brought together:—

Entrance Examination, December 1878.

Class of Schools.	Number of competing schools.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Percentage of success.
Government schools	50*	731	64	201	111	376	51·4
Private schools (aided)	73	367	8	51	44	103	28·0
Ditto (unaided)	70	793	30	132	103	265	33·4
Private students and teachers	......	42	1	8	2	11	26·1
Total ...	193	1,933	103	392	260	755	39·0

* Including the Bethune girls' school and the Sealdah medical school.

As in the previous year, the Government schools passed more than half their candidates; the proportion of success for the whole area covered by the Calcutta University being 42 per cent. Also as in the previous year unaided schools passed a greater percentage of their candidates than aided schools. This is not to be wondered at. Higher class schools that ask for no grant-in-aid are either maintained by some wealthy man, or are situated in populous centres, where there is a great demand for education of that class, and where, consequently, the fee receipts are regular and large. In either case the establishment is likely to be strong, and the school to be in all respects well found. Many aided schools in the country find it difficult even with the help of a grant to make both ends meet, and the constant tendency to reduce grants on renewal acts hardly on those schools whose inherent expansiveness is not great enough to supply the slight loss so caused. These are the schools that swell the "inefficient margin," and it is to these that inquiry has been specially directed.

97. The following table compares the success of Government, aided, and private schools at the Entrance examination in greater detail. Private students and teachers are excluded.

Division.	Total number of schools.	Number of schools which sent candidates. Government.	Aided.	Private.	Total.	Number of schools from which candidates passed. Government.	Aided.	Private.	Total.	Number of candidates.	Candidates passed in the— First division.	Second division.	Third division.	Total.	Number gained scholarships.
Burdwan	58	7	23	13	46	7	16	9	32	345	16	63	46	125	21
Presidency	56*	6*	25	17	48	6	16	12	34	376	2	72	48	122	20
Calcutta	24†	5†	5	24	34	5	4	16	25	553	54	123	74	251	22‡
Rajshahye	11	6	5	2	13	6	4	2	12	100	7	18	12	37	14
Dacca	17	5	5	7	17	5	3	5	13	264	9	49	49	107	22
Chittagong	2	2	0	0	2	2	0	0	2	26	0	5	4	9	5
Patna	13	6	3	3	12	6	3	0	9	113	7	19	7	33	13
Bhagulpore	10	5	2	3	10	5	1	2	8	40	5	15	5	25	12
Chota Nagpore	7	5	2	0	7	4	2	0	6	35	1	9	8	18	7
Orissa	5	3	0	1	4	3	0	0	3	30	1	11	5	17	10
Total ...	193	50	73	70	193	49	49	46	144	1,891	102	384	258	744	151

* Inclusive of the Sealdah medical vernacular school.

† Ditto of the Bethune girls' school.

‡ Ditto 2nd grade junior scholarship awarded to Miss Kadumbini Bose.

It appears therefore that every Government school sent candidates, and that (with a single exception in Chota Nagpore) from every such school candidates

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passed. The efficiency and the popularity of these schools are firmly established, and increasing year by year. From a total of 84 aided schools at the beginning of the year 73 sent candidates to the examination, and from 49 of these candidates passed. Judged, therefore, by a single examination (which it will be remembered is not the test departmentally applied), 42 per cent. of aided English schools are inefficient. The existing number of private schools is not known, since many furnish no returns to this department; but of 70 that sent candidates to the examination 46 were successful, leaving an inefficient margin, judged again by a single examination, of 33 per cent.

98. Government Schools.—Schools of this class are either collegiate, under the control of the Principal of the college to which they are attached, with the exception of the school departments of second grade colleges under ungraded officers, which are managed as zillah schools; or zillah schools, which are under the supervision in educational matters of the Circle Inspector, and in financial matters of the District Committee. Zillah schools, again, are described as of the first, second, or third class, according as the number of their pupils is over 300, between 175 and 300, or under 175, the scale of establishment being also determined accordingly. The following tables show the results of the Entrance examination for the schools of each class. The merit marks in the last column are determined by assigning one, two, and three marks respectively to each boy passing in the third, second, or first division. The schools are arranged in the order of their total merit marks, but it will be understood that the classification is after all but rough; and that a school with a comparatively small attendance may deserve much more credit from the success of its pupils than its place in the list among larger schools would indicate.

Collegiate Schools.

Names of Schools.	Number of pupils on 31st March 1879.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hindu	403	55	16	13	7	36	81
Hare	561	55	12	17	7	36	77
Dacca Collegiate School	375	30	1	14	6	21	37
Kishnaghur „ „	395	45	.....	10	9	19	29
Sanskrit „ „	214	31	1	8	7	16	26
Hooghly „ „ ...	406	41	......	12	2	14	26
Rajshahye „ „ ...	306	21	4	5	3	12	25
Cuttack „ „	269	11	1	6	3	10	18
Patna „ „	481	32	1	5	3	9	16
Calcutta Madrassah	393	25	1	6	1	8	16
Hooghly Branch School	290	28	1	2	5	8	12
Midnapore Collegiate School	301	19	1	2	4	7	11
Rungpore „ „	320	9	1	3	2	6	11
Berhampore „ „	207	13	......	3	2	5	8
Chittagong „ „	436	18	.....	3	2	5	8

99. The Hindu and Hare Schools of Calcutta maintain their easy pre-eminence. Their strength has declined compared with the previous year, the numbers of the former school having fallen from 425 to 403, and of the latter from 612 to 561. This result is described by both head-masters to the recent opening of the "City school," under private management and at low rates of fees, a circumstance which has also affected the attendance in the Sanskrit collegiate school. The income of the Hindu School from fees only was Rs. 21,460 and that of the Hare School Rs. 26,668; the former paying its cost within Rs. 592, and the latter leaving a surplus of Rs. 2,234. The first three boys in the University Entrance list were pupils of the Hindu School. The Dacca collegiate school has now sprung into the third place among the higher English schools of Bengal. Extensive changes were made in the teaching staff in the last and preceding sessions, and these are now making their influence felt. Much is also due to the energy of Mr. Pope, the Officiating Principal of the College, who has paid close attention to the discipline of the school and the methods of teaching. Only five candidates out of 30 failed in English. The Principal has also introduced, in communication with the head-masters of the other four Entrance schools in Dacca, a set of rules to check the frequent migration of pupils from

school to school, a crying evil of former days. The numbers of the school have increased from 373 to 375. There was a loss of 39 students in the two highest classes, owing to the salutary enforcement of strict rules of promotion, and a gain of 41 in the lower classes. The Kishnaghur collegiate school has also sensibly improved its position. Its pupils have increased from 362 to 395, and its fee receipts from Rs. 7,099 to Rs. 7,606. The Hooghly collegiate school, with 406 pupils, succeeded indifferently at the Entrance examination. The building is probably more unfitted for the purposes of a school than any of its class in Bengal. The head-master writes:—"Our rooms are all thoroughfares, large, and open on every side to the noise from the adjoining classes, either from the absence of doors or from the necessity of keeping them open for the admission of light into other rooms." The numbers of the Hooghly branch school, also under the management of the Principal, have advanced from 196 in 1876, when its net grant was reduced from Rs. 3,000 to Rs. 1,800, to 296. Only Rs. 60 of the net grant were spent during the year. The school was not so successful in the Entrance examination as in the previous year, but the Principal reports that the present head-master has brought fresh vigour into its management.

100. The Rajshahye collegiate school distinguished itself by passing four candidates in the first division. The Ravenshaw collegiate school, Cuttack, suffered much from internal dissensions, resulting finally in the removal of the head-master. The system of promotions was excessively bad, and of 56 pupils in the Entrance class in March 1878 only eleven were found fit for the examination; of these ten passed. The new head-master is an officer of experience and reputation; but the staff of the school is weak in the lower grades. The Patna collegiate school had 481 pupils, against 496 in the previous year; its fee income was Rs. 11,174. The school fared ill at the Entrance examination. The Principal states that great care was taken in making promotions from class to class at the beginning of the session. This is in accordance with the orders of Government in the Resolution upon the last report; but when nine candidates only passed out of 31, 19 failing in English, it is still open to doubt whether more strictness might not with advantage have been exercised. The maintenance of a high standard among the pupils of the Entrance class, and of that next below it, is essential to the success of a school. With fewer indifferent pupils to drag back the rest more might have passed the examination. The rule has, no doubt, to be applied more cautiously in Behar than in Bengal, but its value is beyond question. It reacts also in the most salutary way on the teaching of the lower masters, who are deprived of a great stimulus to exertion if the majority of their pupils pass up, almost as a matter of course, into the class above. The Midnapore collegiate school suffered from the prevalence of a malarious fever. The head-master attributes the failure of the candidates at the Entrance examination to some confusion and delay that arose out of a mistake in the number of question papers sent from Calcutta for the examination in English. As 12 candidates failed in that subject, and only four in any other, there may be some ground for this belief. Of nine candidates from the Rungpore collegiate school, six passed, one in the first division; a creditable result. In the previous year also six passed. The number of junior scholarships usually allotted to the district is three, to which Government has now added two more as a compensation for the withdrawal of the college classes. There are also two private scholarships attached to the school; one awarded annually, and the other every alternate year. According to the present average results, therefore, every Rungpore student passing the Entrance examination will be able to pursue his studies in a college. The Berhampore and Chittagong schools succeeded badly in the examination; in the former, 7 out of 13 failed in English; in the latter out of 19 students 12 failed in English, and 11 in history and geography, a most unusual result. The possibility of maintaining the Chittagong College will obviously depend, not upon financial considerations only, but still more upon the number of Entrance candidates passing upwards from the school; since, with the exception of a few students from Noakholly, the collegiate school is the only feeder to the Chittagong College. It is very satisfactory to find that the numbers of the collegiate school have increased from 352 to 436; that of Mahomedan students having advanced from 88 to 123. The financial condition of the school is flourishing.

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101. The following table shows the result of the examination for first class zillah schools. The number of these has been increased by the addition of the Gya, Chupra, and Comillah schools, whose pupils have now for two years past exceeded 300. The increase in the two former schools is especially noticeable.

Zillah Schools, 1st Class.

NAMES OF SCHOOLS.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Uttarparah	401	18	2	8	5	15	27
Beerbhoom	383	16	3	7	2	12	25
Mymensingh	410	18	5	3	3	11	24
Barisal	443	19	......	9	2	11	20
Comillah	311	26	1	6	5	12	20
Howrah	279	17	2	4	5	11	19
Bhagulpore	415	12	3	5	......	8	19
Gya	499	11	......	7	1	8	15
Arrah	429	10	2	2	......	4	10
Chupra	453	12	2	1	......	3	8

The head-masters of these schools are men of tried experience and ability, and they are in general ably supported by their assistants. The Uttarparah school is maintained by the fee receipts, amounting for the year to Rs. 7,239, by Baboo Joykisen Mookerjea's endowment of Rs. 1,200 a year, and by the interest on invested funds. These amounts covered the expenditure of Rs. 10,757, and the Government grant for the year was untouched. This is the first time that the Uttarparah school has taken the highest place at the Entrance examination among the great zillah schools of Bengal. The school is steadily increasing in numbers, and it has been found necessary to build new rooms at a cost of Rs. 7,587, to be defrayed from its surplus funds. The Beerbhoom school owes much of its success to the character and zeal of the head-master. In the nine years of his incumbency the fee income and the numerical strength have been doubled. The Inspector reports that the arrangements for gymnastic and out-door exercises are more systematic than in other schools, and that the hostel is much appreciated. The two great schools of Eastern Bengal, at Mymensingh and Barisal, which for many years have taken the lead of their class, have now fallen to the third and fourth place. It is not that they have done worse than in previous years; they have in fact done better, having each passed one candidate more than in the year before; but the Uttarparah and Beerbhoom schools have done better still. Honorable rivalry of this kind reflects credit on all who are engaged in it. The Howrah school is steadily, if slowly, increasing in numbers, though its strength is still below that which justified its inclusion in 1876 in the list of first class schools. It enjoys no Government grant, but hardly yet pays its way, having had to draw on the savings of previous years to the amount of Rs. 940 to meet the expenditure of Rs. 9,161. Proposals have been made to restore a portion of the net grant withdrawn in 1872; but I agree altogether with the Circle Inspector in holding that the experiment then started, of maintaining a Government school close to, though outside, the metropolis, with a strong and efficient establishment but with no Government grant, should be persevered with, and no effort spared to make the school self-supporting. I am reluctant to reduce it to the rank of a second class school while it has a fair chance of recovering its position; and I am confident that the head-master will do his best to secure that result. The Comillah school under its new head-master has now taken rank among zillah schools of the first class. Considering its numbers, and the fact that it is in competition with two other higher English schools in the district, its position is very creditable. The four zillah schools of Behar, notwithstanding their numerical strength, rank at the bottom of the list as regards their success at the Entrance examination. Nor is this result other than natural. The necessity that the pupils are under of learning Persian, and the fact that they hear no English spoken out of school, place them at a disadvantage compared with Bengalis. Hence these schools are less successful in the Entrance examination than many of far inferior numerical strength in Bengal. The Bhagulpore zillah school has to contend with the competition of a private school recently opened in the town. The Arrah school for the first time since its establishment passed two candidates in the first division, though the total number was small.

With careful attention to his duties and to the discipline of the school entrusted to his charge, the head-master has now the opportunity of winning a high reputation. The Gya and Chupra schools, whose pupils numbered 276 and 246 respectively in 1876, have now advanced, along with the Patna Collegiate school, to a strength second only to that of the Hare School in Calcutta. Altogether, the great schools of Behar are steadily improving, both in number and in efficiency—a result which is full of promise for the future of collegiate education in that province.

102. Zillah schools of the second class are shown below :—

Zillah Schools, 2nd class.

NAMES OF SCHOOLS.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Bankoora	257	12	1	6	1	8	16
Jessore	209	9	......	5	1	6	11
Mozufferpore	36	11	2	1	......	3	8
Furreedpore	273	8	......	2	3	5	7
Barrackpore	155	8	......	3	......	3	6
Monghyr	282	6	......	2	2	4	6
Noakholly	293	8	......	2	2	4	6
Ranchi	181	7	......	2	1	3	5
Pubna	242	8	......	......	2	2	2

The Bankoora school has risen from the fourth to the first place, and has added 57 to the number of its pupils. The Jessore school under its present head-master has gained three places in the list; it has had to struggle during the year against a virulent outbreak of malarious fever. The Mozufferpore school, with 299 pupils in 1878 and 30 in 1879, borders closely on the first class. The Inspector is dissatisfied with the rate of increase, and believes that the district "has not been sufficiently stirred up." This may be true of Behar generally; at the same time it so happens that the Mozufferpore school draws a larger number of pupils from the middle English and middle vernacular schools of the district than any other zillah school in Behar. A new Deputy Inspector has recently been appointed, and he may succeed in sending in more pupils from the interior to the zillah school. The Furreedpore and Barrackpore schools have fallen off both in numbers, and still more conspicuously in success at the examination. For the former school there is this excuse, that a series of changes were made during the year in consequence of the head-master's retirement. The failure at Barrackpore is ascribed to the prevalence of malarious fever. The attendance at the Monghyr zillah school has diminished owing to the opening in the town of a private school with low fee rates. The Noakholly school shows a large increase. The new head-master is described by the Inspector as an officer of great energy, and by the Commissioner as one of the best head-masters he has anywhere seen. The improved position of the Ranchi zillah school reflects credit on its head-master, an able and hard-working officer. The Pubna school has fallen off lamentably from its creditable performances of the previous year. Its new head-master must endeavour to maintain the position which his predecessor succeeded in securing for the school.

103. The following table exhibits the position of zillah schools of the third class :—

Zillah Schools, 3rd class.

NAMES OF SCHOOLS.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Purulia	112	8	......	2	3	5	7
Balasore	140	7	......	3	1	4	7
Máldah	72	3	1	1	1	3	6
Baraset	175	7	......	2	2	4	6
Pooree	118	6	......	2	1	3	5
Bogra	198	8	......	1	1	2	3
Hazaribagh	93	6	......	1	1	2	3
Deoghur	94	6	......	1	1	2	3
Dinagepore	180	3	......	1	......	1	2
Purneah	101	1	......	1	......	1	2
Julpigoree	98	1	......	1	......	1	2
Palamow	75	1	......	1	......	1	2
Motihari	105	3	......	......	1	1	1
Chaibassa	62	1	......	......	......	......	......

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The four schools of Chota Nagpore, namely Purulia, Hazaribagh, Palamow, and Chaibassa, show some small improvement in numbers, and the first of them a great increase in efficiency, having advanced from the fifth to the first place. The head-master is highly spoken of by the Committee and the Inspector. The Hazaribagh school has also passed one more candidate than in the previous year. The Palamow school was established as a zillah school only towards the close of the year. It has a net grant of Rs. 150 a month, of which Rs. 125 are contributed from Government estates and Rs. 25 from Educational funds. The local income is equal to the net grant. The Chaibassa school may more properly be regarded as a foreshadowing of a higher class school to be established at some future day. It has a head-master, a second master on Rs. 30, and a pundit; and those officers are assisted in teaching by the district clerk. It passes no pupils at the Entrance examination. The two Orissa schools of Pooree and Balasore have maintained their position, and the latter has improved it. But defective organization and premature promotion to the Entrance class have been charged against both schools, especially that of Balasore. The head-masters of both have been transferred since the beginning of the session. In the Rajshahye division the demand for higher English education is in general slight; the numbers of most of the schools are, however, steadily improving, and at Bogra, Dinagepore, and Julpigoree additions to the school-houses are being carried out or proposed. All the third class schools of the division are undermastered; but until their pupils increase, the establishment cannot well be strengthened. The demand will certainly grow with time. The Maldah and Bogra schools fell off greatly at the Entrance examination. In the Behar circle the three schools of Motihari, Deoghur, and Purneah all passed one or more pupils, having succeeded with none in the year before. This was the first occasion on which the Motihari zillah school, raised to the higher class in 1875, has passed a candidate at the Entrance examination. There remains the Baraset school, which now touches the limit of second class schools. It had 158 pupils in 1870, and has but a limited area from which to draw its students. Of the endowment of Rs. 15,000 which Baboo Khetter Nath Chatterjee has made over to Government for the advancement of education in his native place, Baraset, over Rs. 10,000 is devoted to paying fees and scholarships in the zillah school.

104. AIDED SCHOOLS.—The gain of one is thus accounted for. The Contai school in Burdwan, the Jamalpore school in Bhagulpore, and four schools in Jessore, have been raised from the middle to the higher class; on the other hand, three schools in the 24-Pergunnahs, one in Nuddea, and one in Jessore, have had their grants cancelled. The reasons for withdrawing the grants from these five schools in the Presidency Division may serve to illustrate the action of the Education Department in similar cases.

Cossipore.—This is a school which has done good work in its time, but failed to hold its own when unaided schools were started in competition with it. It finally fell into such a hopeless state of mismanagement that the grant was cancelled. It is true, as the Inspector remarks, that higher English education in the immediate neighbourhood of Calcutta stands in little need of Government aid.

Baharoo.—Two aided schools had existed for many years within a short distance of each other. Efforts had been repeatedly made to amalgamate them, which at length promised to be successful and to put a stop to the somewhat damaging rivalry which had prevailed. A central site was agreed on, with a joint committee. On this a school-house was built by the liberality of one of the managers, and a grant-in-aid given; the grant to the outlying school being withdrawn. But the attempt at amalgamation proved fruitless; a third school was opened, and there are now three higher English schools within three miles of each other. The grant to the central school has also been withdrawn during the current year.

Garipha.—This school first received a higher class grant in March 1878. In a year's time, however, it was reported that the head-master had left, and the lower masters all moved up a step, though incompetent to take the higher posts; that the number of boys had fallen to 32; and that the school was a failure and unlikely to improve. On this the grant was cancelled.

Kanchrapara.—The grant to this school was withdrawn for two years, in May 1878, as a punishment to the managers for continued neglect of the rule to keep the account books where they would be accessible to the inspecting officers, and for neglect to furnish any satisfactory explanation of serious irregularities in the matter of paying the teachers. An entire change in the constitution of the committee will be necessary before the question of restoring the grant can be entertained.

Noral.—The grant to this flourishing school was cancelled under peculiar circumstances. A complaint was brought to the head-master, and subsequently to the committee, that some of the elder boys had been guilty of rudeness and insulting behaviour in the street to a gentleman. The head-master showed so little promptitude and firmness in dealing with the case, and the committee were so apathetic in taking it up, that when two months after the occurrence the boys were ordered to apologise for their misbehaviour, there was general rebellion, and the elder boys left the school in a body. The boys seem to have relied for impunity on the weakness of the head-master, the indifference of the committee, and the sympathy and support of their guardians and neighbours. It was impossible to support a school showing such gross defects of discipline and subordination, and the grant was accordingly withdrawn, with the full approval of the Magistrate and the sub-divisional officer. This severe measure has produced the desired effect on the tone and temper of the school; and on the strong recommendation of the Magistrate the grant has since been restored, though on a reduced scale. The school is one of the best in the division in point of attendance and success at examinations. It has passed 30 pupils at the Entrance examinations of the last four years—a larger number than any except the collegiate schools.

105. The higher English schools of the Presidency Division that received aid throughout the year were 32, namely, 15 in the 24-Pergunnahs, nine in Nuddea, seven in Jessore (including four newly raised from the middle class), and one in Moorshedabad. Of the aided schools in the 24-Pergunnahs, those of Barisa and Harinavi, with monthly grants of Rs. 60 and Rs. 70 respectively, deserve notice for their uniform success during the last four years, in which time they have passed respectively 19 and 16 students. The head-master of Harinavi, to whom the success of the school seems to have been chiefly due, has been appointed to the head-mastership of the new "City school" in Calcutta. Five other schools are ranked as 'inefficient,' and are under investigation or trial; they are the following:—

Agarpara C. M. S. School (*Grant Rs.* 65).—This is the oldest school in the district, but has declined from 250 pupils at one time to 93 this year. A change has been made in the staff, and under the new Secretary, the Rev. E. H. Thornton, hopes are entertained of some improvement. The grant was reduced during the year by Rs. 45 a month.

Basirhat (*Grant Rs.* 45).—The Deputy Inspector reports unfavorably of the head-master and his assistants. Steps will be taken to change them.

Sodepore (*Grant Rs.* 35).—Has a graduate head-master, but hitherto has had an apathetic committee. A new committee has been formed, and the school will be given a trial for another year. Warning has been sent that another failure this year will necessitate some change.

Taki (*Grant Rs.* 50).—The head-master of this school is not a graduate, but is described as an active and painstaking teacher; his assistants are said to be wanting in energy, and the secretary is over lenient. It is of doubtful expediency to allow an undergraduate to remain as head-master of a higher English school unless for proved teaching ability. Some change will be called for here.

Hatugunge (*Grant Rs.* 40).—Succeeded in passing one candidate this year, the only one during four years. This school has to contend against a difficulty not uncommon, and not, in this case, easy of remedy—the constant change of head-masters. Men will not stay, because the place is considered unhealthy. The present staff are not well reported of; but as the one successful candidate passed in the second division this year, it may be hoped the school will improve under the present head-master.

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106. In Nuddea, the Navadwipa school has been the most successful. Those at Ranaghat (Rs. 75) and Muragacha (Rs. 45) are also efficient. The unsuccessful schools are four:—

Meherpore (Grant Rs. 40).—The failure of this school is due to mismanagement. The sub-divisional officer has now taken it in hand, and very lately a fresh head-master has been appointed. If he can make nothing of the school, which is in a backward and retired part of the district, the reduction of its class will be considered.

Ula (Grant Rs. 25).—The village in which this school is situated is described as almost depopulated by fever. The Inspector was inclined to reduce the school to a middle English one, but a further trial was given until December 1879.

Durgapore (Grant Rs. 40).—The secretary of this school is Baboo Radhika Prasanna Mookerjee, Assistant Inspector of Schools, Bhagulpore. No pupils were sent up to the examination this year. The head-master is not a graduate, nor has he passed the First Arts examination. The vernacular school at this place has been amalgamated with the higher English one, and it will be well to wait till the next Entrance examination to see if any improvement has resulted. If not, a change of establishment will be necessary.

Moheshpore (Grant Rs. 40).—This school has suffered during the past year from continual change of masters, pointing presumably to bad management. The unhealthiness of the place may have something to do with the difficulty of retaining teachers. The managers have lately appointed as head-master a graduate, who appeared last year in the Honour examination.

107. In Jessore, the Khulna (Rs. 50) and Dowlatpore (Rs. 75) schools deserve favorable notice. That at Jhenidah (Rs. 57) failed wholly this year, owing to the temporary transfer of the head-master as Sub-Inspector. He has since returned, and the school is likely to improve. The Jangipore school (Rs. 55) is the only aided higher English school in the Moorshedabad district; it has been recently raised to this class, and complaints are made of want of attention on the part of the managers and of incompetence in the teachers. Steps are being taken to effect a change.

108. In the Burdwan Division there are 33 aided higher English schools, 14 in Hooghly, five in Howrah, seven in Burdwan, two in Beerbhoom, two in Bankoora, and three in Midnapore, including the Contai school newly raised from the middle class. The most successful schools of this class are Konnagar in Hooghly and Kuchiakole in Bankoora, both of which were selected for favorable comment in the last year's report. In the last two Entrance examinations the Kuchiakole school has passed 20 candidates, and the Konnagar school 11; the head-master of the latter has now been taken into the service of Government.

109. The inefficient schools in the Burdwan Division are six; of which the Inspector remarks that all have suffered more or less from incompetent teachers, from insufficient funds, and, more than all, from epidemic fever, an abiding source of weakness.

Bansbaria Free Church School Hooghly (Rs. 42).—Up to 1875 the condition of this school was good. In 1878 several representations were made to the head-master and to the managers upon its want of progress. The managers have promised to attend more closely to the condition of the school, and to take whatever measures are necessary for its improvement. But there is no doubt that the committee have not taken pains, as in earlier years, to select teachers of ability from the native Christian body.

Dusghora School, Hooghly (Rs. 45).—The school, which is situated in a populous village in the interior of the district and supported by a wealthy zemindar, has suffered from the destruction of the house by fire, from epidemic fever, and to some extent from incompetent teachers. A new house has been built, and a new head-master appointed.

Bora School, Hooghly (Rs. 33).—The village is six miles from Serampore, the neighbourhood of which has suffered much from malarious fever. Pupils and the fee income fell off, the teachers were not promptly paid, and the accounts were irregularly kept. The grant has been suspended until competent teachers are appointed. The only question now is whether the grant to the school shall be raised, or its class reduced.

Baluti School, Howrah (*Rs.* 54).—This school, which has done well in former years, has failed at the last two examinations, owing, it is said, to the fact that the head-master paid undue attention to his studies for the M.A. degree. Another teacher has been removed. It is under trial; and success is expected at the next examination.

Ajodhya School, Bankoora (*Rs.* 43).—This school has been the subject of correspondence for the last two years; the managers wishing to hand the school over to Government, together with an endowment of Rs. 60 a month. Its reduction to the status of a middle school was proposed, but this the managers would not agree to. The offer of the endowment of Rs. 60 has lately been renewed, together with a further guaranteed income from local sources of Rs. 74 a month, on condition that Government should maintain it as a higher school, with a grant-in-aid of Rs, 60 a month. Meanwhile, the old teachers have been replaced by a more efficient staff.

Soorool School, Beerbhoom (*Rs.* 28).—It has been proposed to amalgamate this school with a middle English school, also aided, at two miles distance. The managers at first declined the proposal, and the grant was suspended; but an agreement has been come to, and the amalgamation will be shortly carried out.

110. In the Rajshahye Division there are only four aided English schools of the higher class; those of Serajgunge and Chatmohar in the Pubna district, and Patiya and Dighapatiya in Rajshahye. All passed one or more pupils at the last and preceding examinations, except the Dighapatiya school, which failed for the first time in three years.

111. In the Dacca Division there are five aided schools; there are none in Chittagong. The aided schools at Dacca are generally weak; only two candidates passed from two schools out of 18 sent up in 1879, and five from three schools out of 25 sent up in 1878. Two schools, those of Kalipara and Joydebpore, have now been reduced to the middle class; the others have been warned, and are on their trial.

112. In the Behar circle there are six aided schools; three in the division of Patna, and three in Bhagulpore. The sub-divisional aided school at Behar is vigorously managed by the Deputy Magistrate, Baboo Bimola Churn Bhattacharjea, and has well-paid teachers. It has 144 pupils, and has been for many years in an efficient state. The Khagoul school, close by the Dinapore Railway Station, has shown signs of decay during the year. It is maintained by a young zemindar of the place educated at the Patna College, who formerly devoted much personal attention to the school, but who has for two or three years been non-resident, having been appointed manager of an estate under the Court of Wards in another district. It has only 67 pupils. The Tikari school in Gya was established in 1876 by the Maharani Raj Roop Kuar, who founded for its benefit an endowment of Rs. 1,200 a year, and liberally furnished it with scholarships. At the first examination at which the school competed in 1878 its single candidate passed in the second division. The Jamalpore school, in the Monghyr district, is attended by the children of the native employés of the Railway at that station. It has for many years been numerously attended and successful as a middle school, and in 1878 was raised to the higher class. In the Sonthal Pergunnahs there are two higher schools, at Pakour and at Moheshpore, both maintained by men of position at those places. The former has for many years been successful; the latter is uniformly unsuccessful. The Maharajah Gopal Lal Sing Bahadoor, who supports the Moheshpore school, does not keep the teachers sufficiently to their duties, with the result that, one single candidate excepted, the school has failed at every examination for several years. The grant has been reduced, and the teachers warned.

113. In the Chota Nagpore Division there are two aided schools. The Pandra school in Manbhoom passed three candidates out of six, one in the first division, at the last Entrance examination; and the Pachumba school in Hazaribagh, four out of six. In Orissa the only aided school is the Lukyanath school in Balasore, established in 1877, with a grant of Rs. 30. It has passed no pupils as yet, but it has a competent and experienced teacher for its head-master, and though its strength has declined owing to the prevalence of malarious fever, it bids fair to succeed.

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114. Unaided Schools.—It is optional with schools of this class to furnish returns to the Department. The number of these that do has increased from 44 to 63, including some from which grants have been withdrawn and others raised from the class below. The unaided schools are thus distributed:—19 in Calcutta, showing an increase of six; 16 in the Presidency Division, with an increase of seven, including the four whose grants were withdrawn in Jessore; 13 in Burdwan, with an increase of five; seven in Dacca, with an increase of one; one in the Rajshahye Division, at Olipore in Rungpore; four in the Patna Division, one being the Doomraon Maharajah's school, and the other three weak schools in Bankipore; two in the Bhagulpore Division; and one in Orissa, in the town of Cuttack. Unaided schools of this class in the advanced districts around Calcutta commonly owe their existence to a genuine demand for higher English education, and stand in no need of extraneous support. The great schools in the town of Dacca likewise exist because they are needed. But in less advanced parts like Behar the uprising of unaided schools, while it shows that the people are awakening to the value of a liberal education, does not as yet convey the promise of independent and sustained success. Baboo Bhoodeb Mookerjee regards the establishment of such schools as repeating the phenomena of forty years ago, when the private seminaries of the time failed in their attempt to do the work undertaken by the Government schools. "Individual zeal or benevolence, and not anything like a public movement, originated institutions which expired with their founders or their fortunes, and the same process is now arresting for a time the further development of some of the Behar zillah schools. It may safely be assumed that on the collapse of any private schools the sudden influx of pupils to the zillah schools would call for immediate enlargement of school accommodation." Unaided higher class schools in Orissa or in Behar are symptoms of an impending change, and as such have their significance and value. But meanwhile they can ill sustain an unequal contest with the zillah schools by whose side, and upon whose pupils, they subsist; and the rivalry is for the moment harmful, since it substitutes a lower standard of excellence for a higher.

115. Some usual tables with regard to the candidates at the Entrance examination of 1878 are appended. The first gives a statement of the second languages taken up:—

Entrance Examination, December 1878.

	December 1877	December 1878.
Latin	57	58
Sanskrit	1,232	1,245
Arabic	28	23
Persian	50	44
Bengali	565	460
Urdu	69	60
Hindi	34	25
Uriya	19	16
Armenian	4	4
Total	2,058	*1,935

* Inclusive of two candidates from Nepal

The important fact to be noticed is the steady increase during several years in the number of those taking up Sanskrit instead of Bengali, or other vernacular language.

116. The next table classifies the candidates according to their religion:—

Entrance Examination, December 1878.

	Number of candidates	Number passed in— First division.	Second division.	Third division	Total.
Hindus	1,732	84	340	245	669
Mahomedans	98	6	23	4	33
Christians	72	11	19	6	36
Others	31	2	11	5	18
Total	1,933	103	392	260	755

Christian, *i.e.* European or Eurasian, candidates have a considerable advantage in the fact that the language of the examination is their own tongue

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117. The award of scholarships is here given:—

Distribution list of Junior Scholarships, 1879.

COMMISSIONER'S DIVISION.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of scholarship holders who passed the Entrance examination in the		
					First division.	Second division.	Third division.
Burdwan Division	3	6	12	21	13	8	0
Calcutta	6	*6	10	22	21	1	0
Presidency Division	0	7	13	20	2	18	0
Rajshahye "	0	5	9	14	6	8	0
Dacca "	1	7	14	22	9	13	0
Chittagong "	0	1	4	5	0	5	0
Patna "	0	6	12	18	7	10	1
Bhagulpore "	0	3	9	12	5	7	0
Orissa "	0	4	6	10	1	8	1
Chota Nagpore "	0	2	5	7	1	6	0
Total	10	47	94	151	65	84	2

* Inclusive of the 2nd grade scholarship awarded to Miss Kadumbini Bose of the Bethune School.

The general progress of education in the less advanced parts of the country, and the increasing severity of the competition for the scholarships assigned to each division and district, are indicated in a very marked and satisfactory way by the fact that only two scholarships were won by candidates passing in the third grade, one in Behar and one in Orissa. In the previous year 24 third class candidates won scholarships, including six in the Patna division, three in Bhagulpore, three in Chota Nagpore, and three in Orissa.

118. MIDDLE ENGLISH SCHOOLS.—The figures of this class are again given:—

	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	7	1,037	6	820
Aided "	453	24,906	422	24,387
Private "	112	5,675	112	6,283
Total ...	572	31,618	540	31,490

The loss of one Government school is due to the reduction to a lower class of the English school for the children of sepoys in the cantonments at Bhagulpore. The school is not under this department, though it generally supplies returns to the inspecting officers. Among unaided schools there have been minor changes, balancing each other in different districts. In addition to new schools, some of those from which grants have been withdrawn re-appear as unaided schools, while others have omitted to furnish returns, or have transferred themselves to the higher class. In the districts of Patna and Shahabad five new English schools have been opened in expectation of aid.

119. The loss of 31 aided schools is thus explained. From 19 the grants have been withdrawn, 6 have been raised to the higher class, and 17 reduced to vernacular schools, while 11 new grants have been sanctioned. These changes have been distributed as follows. In the Presidency Division there is a reduction of 24 middle English schools; of which 14 have been converted into middle vernacular schools, and four raised to the higher class, leaving a net loss of six schools. Six grants have been withdrawn, two in the 24-Pergunnahs, two in Nuddea, and two in Jessore, for mismanagement, irregularity in the payment of teachers, or general inefficiency; and two more in Nuddea for refusal to appoint vernacular teachers; while two new grants have been given to schools in Moorshedabad. In Jessore large measures of reform and reduction have been set on foot. The District Committee, in conjunction with the Inspector, set to work in earnest to carry out the orders of Government with regard to inefficient English schools, and their reconstitution on a vernacular basis. Of 30 aided schools of the class in this district, the grant has been withdrawn from two, in which the management was hopelessly bad; sixteen others have had their status altered, four being raised to the higher class and twelve reduced to the lower vernacular; while the teaching staff in each of the remaining twelve has been remodelled so as to make the vernacular the medium of instruction. In the Burdwan Division there is a loss of five schools of this class; three grants in Hooghly, two in Burdwan, and one in Midnapore, having

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been cancelled or stopped; the Contai school in Midnapore having been raised to the higher class; and two new grants having been sanctioned, also in Midnapore. In the Dacca Division, two grants have been cancelled and two sanctioned, while two aided schools have been transferred to the vernacular class. In the Behar circle the transfer of the Jamalpore school to the higher class is met by a gain of two middle English schools in the Patna Division; one, the Behar Scientific Society's school in Mozufferpore, having been converted into an English school, and a newly aided school having been opened in the Shahabad district. In Orissa two grants were cancelled and two sanctioned, two middle English schools being also transferred to the vernacular class.

120. Active discussion still goes on about the orders of 1877, placing the course in middle English schools on a vernacular basis. The Inspector of the Eastern Circle brings a great array of opinion against the orders, insists on the unpopularity of the schools as now constituted, and remarks that we are concerned, not so much with what the people ought to feel on a question of this kind, as with what they do feel. The Presidency Circle Inspector quotes with approval the remarks of one of his deputies, to the effect that the middle classes prefer their children to "acquire a fair knowledge of English with the knowledge of their own vernacular;" but adds that, however true this may be in Jessore, where comparatively few boys aim at a higher English education, a student, whose knowledge of English is limited to the middle scholarship course, is yet likely to find a difficulty when he joins a higher class school. The Joint Inspector of Orissa states that the sub-divisional schools are attended by the sons and relatives of people connected with the courts, who desire a fair education in English; and that though the orders are being steadily carried out, any measure tending to improve the quality of the vernacular teaching at the expense of English is sure to be viewed by them with disfavour. At the same time other and weaker schools in the province have been much benefited by being placed on a vernacular basis. Baboo Bhoodeb Mookerjee, an uncompromising advocate of the extension of English education, is convinced that the objections to the present system, so far as they exist, will disappear before long. As to the fact of its unpopularity, the Inspector observes that the new arrangements are more readily accepted in Burdwan, Beerbhoom, and Bankoora, than they are in Hooghly and Howrah, "where some of the school managers think that the boys will be better fitted for higher English schools if they learn history and geography, mathematics and science, through the medium of English." Of the orders themselves he remarks that, according as they do with the true theory of education in this country, they cannot but prove wholesome.

121. Mr. Bellett, the Inspector of the Rajshahye Circle, so completely expresses my own views on this subject in the following passage of his report that I quote it at length:—"The hope which I expressed in my report for 1877-78 with regard to the effect of the Government orders placing middle English education on a vernacular basis has already been to a great extent fulfilled. The measure was by no means a popular one, and its unpopularity was, I believe, almost without exception in proportion to the need which existed for it. The class of teachers which most hates to be obliged to teach in Bengali is the class in which the knowledge of English is the slightest; and not only is it the case that the pupils in middle English schools now learn their other lessons more satisfactorily by far than they could formerly, when they were taught in a tongue 'not understanded of' either pupil or teacher, but I have noticed during the course of my tours this past year that there is less of that miserable parrot-work than there used to be in the teaching of English itself. It has been urged against the change that middle English schools do not now attract lads who propose to go afterwards to higher schools. Whether this is the fact or no we are not, with our short experience of the present system, in a position absolutely to decide. For myself I cannot but believe that these schools will always fill in consequence of the attractions which the scholarships to be held in higher schools offer. But even should it not be so, and should boys who are intended for higher schools no longer be sent to middle ones, the rule introduced was, I am confident, none the less a good and just one. The large proportion of boys who go to middle schools end their education there; they go nowhere else, and it would be absurd to object to the introduc-

tion of a system which will complete as far as it goes, and make really thorough, the education of the mass of the boys in the schools, because some very small fraction might be advantaged if the old state of things were allowed to remain. The introduction of this rule I regard as the most satisfactory feature of the year, both in its present effects and in its promise for the future."

122. Nothing that I have heard or seen since the new system was introduced has in any way shaken my firm conviction of its soundness. That the orders would be unpopular amongst English teachers was foreseen. Those orders were a direct attack upon their methods of teaching, and upon a system which had permitted the pretence of instruction in a language unfamiliar to the teacher and unknown to the pupil. That the orders would be unpopular with a section of pupils and their parents was also foreseen; a section which, if not large, at any rate has a voice to make itself heard. It is useful to bear in mind that, except in large sub-divisional towns, where probably a majority of the students will afterwards migrate to the zillah school, a middle English school is called into existence by two very different sets of motives. The majority desire for their sons a decent education suitable to their station in life, without any hankering after the Entrance examination. One or more leading families in the village desire for their sons a preparatory school which shall fit them for the higher English course for which they are destined; a school which shall take the place of the lower classes of the zillah school, and enable the lads to be kept for some years at home without the expense of a private tutor. It is easy to see that the interests of the two are hardly reconcileable. Under the former system the influential men used to secure at small cost the education which they wanted; but the majority of the subscribers, though they were by no means averse to English, and were indeed attracted by the idea of that language, got hardly their money's worth if the education of their children was to go no further. Under the present system the latter, at any rate, get a sound middle-class education, complete as far as it goes, together with some useful knowledge of the English language. Those who are destined for the zillah school go there, it is true, less advanced in English than under the former system; but their loss—assuming it to be, as they suppose, a loss—is of far less moment than the solid advantages gained by their neighbours.

123. In my report for last year I pointed out that this question was argued too much on the assumption that, in settling the course for middle schools, the interests of intending Entrance candidates were chiefly to be regarded. I expressed the opinion that the number of students in middle schools who proceeded to higher English schools was small, and added that information on that point was being sought for. That information has now been obtained, and it furnishes a complete corroboration of my position. During the past year a statement has been obtained from every higher English school, Government and aided, showing the number of pupils who had formerly read in middle schools, English or vernacular; both those who joined the higher school with scholarships, and those who did not. The results are as follows. The number of middle English scholars reading in higher schools is 251; the number of those who have come from middle English schools without winning scholarships is 1,728. Hence 1,979 middle English pupils is the number of those who are affected by the recent orders. The total number of pupils in middle English schools is 31,490, and therefore only one pupil out of sixteen suffers disadvantage from the new system. I conceive that in determining the course of a school we should regard the interests of the fifteen who finish their education therein, rather than of the one who goes to a higher school.

124. But the argument is not yet complete. It is necessary to see how these figures affect the statement that middle English students will suffer under the new system when they come to join the higher school. The following figures throw further light on that position. The number of middle vernacular scholars reading in higher English schools is 920; the number of middle vernacular pupils who have come without scholarships is 3,465; and the total number of pupils in middle vernacular schools is 52,607. The scholars of either class must first be separated; and with regard to them it need only be said that the superior success of middle vernacular over middle English scholarshipholders, when they finally come to the Entrance examination, has

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been for years past affirmed and repeated by competent authorities without question. It is not indeed open to question; it is a matter of recorded experience, attested by the University lists. The fact has been known to me from the earliest date of my connexion with schools in this country; and it was the knowledge of that fact, more than anything else, which first led me to consider the advisability of modifying the middle English course. But the case of scholars, I repeat, need not here be considered; they are bound to read in higher English schools, and no question of personal inclination enters. With those who are not scholars the case is different. They can choose whether they will read in higher English schools or not; and if a purely vernacular course furnished a worse preparation for a higher school than the old middle English course, that fact would certainly tell upon the number of voluntary students from schools of either class. But the figures above given point to a different conclusion. In all higher class schools the number of voluntary students coming from middle English schools is 1,728 out of a total of 31,490, or 5½ per cent. The number coming from middle vernacular schools is 3,465 out of a total of 52,607, or 6½ per cent. If we exclude vernacular schools aided from the primary grant, very few of whose pupils probably advance to any standard higher than the middle, the proportion will be still more in favour of vernacular schools. Judged by this test, therefore, the pupils in middle vernacular schools even now exhibit a stronger desire for higher English education than those of middle English schools. A still more striking fact may be mentioned. In the town of Calcutta, where the freest choice is open, both to pupils in selecting a school, and to managers in determining what constitution will make their schools most popular, we find that all the great middle schools of the city are purely vernacular schools; and that while the pupils in the Hindu School (excluding scholarshipholders) who have previously read in middle English schools are only 11, there are no less than 128 who come from vernacular schools. The middle English course now possesses all the completeness of the vernacular course, with the addition of a little English; and it is hardly probable that, after the first objections to a change of system have passed away, the new course will be found to be less popular, or less adapted to the needs of zillah school students, than was the old vernacular course without that addition.

125. The following table shows the result of the middle English scholarship examination of 1878, the last under the old system:—

Middle English Scholarship Examination, 1878-79.

Division.	Total number of middle English schools.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number passed in the				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	112	...	66	4	70	...	51	3	54	207	6	16	77	99	25
Calcutta	8	2	...	...	2	2	...	...	2	14	4	4	4	12	5
Burdwan	116	1	77	1	79	1	72	1	74	220	15	46	90	151	16
Rajshahye	53	...	24	5	29	...	22	5	27	113	9	18	37	64	10
Dacca	122	...	51	5	56	...	43	4	47	139	13	34	45	92	18
Chittagong...	16	...	8	...	8	...	6	...	6	40	...	3	10	13	3
Patna	56	3	30	3	36	1	21	3	25	156	2	11	64	77	9
Bhagulpore	23	1	16	...	17	1	14	...	15	52	5	14	21	40	4
Chota Nagpore	18	...	9	...	9	...	7	...	7	21	1	1	8	10	7
Orissa	16	...	8	1	9	...	8	1	9	40	4	18	14	36	7
Total ...	540	7	280	19	315	5	244	17	266	1,002	59	165	370	594	104

126. In the previous year the total number of schools of the class was 572; of these, 308 schools sent 934 candidates to the examination, and from 247 successful schools 575 candidates passed. The present results therefore show a sensible improvement in the general efficiency of the schools, which is spread over nearly all divisions, and is most marked in that of Burdwan. In the Presidency and Patna Divisions, however, the number of competing schools, of successful schools, and of passed candidates, has markedly declined. In the Patna Division the Inspector raised the standard of the examination

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of 1878 to the level of that of Burdwan by setting the same question papers in both the circles under his charge. This was done with my full approval, not so much in the belief that middle education in Burdwan and in Behar stood on the same level, as with the object of finding out what the difference of standard was, and of utilising the lesson by furnishing school managers with a new inducement to get better teachers. The teachers of middle schools in Behar, and more especially the teachers of English, are in far too many cases incompetent. The Patna College has not yet extended its dominion so widely that its students will consent to serve for the small pay which the head-mastership of a middle school offers. In Bengal a middle school can always command the services of a First Arts student, and often of a B.A.; in Behar, students who have passed these examinations can command higher wages. The result is that there are large numbers of Bengali head-masters in the middle schools of Behar; and the difference of language is a serious bar to efficient teaching. The normal school at Patna has now been reconstituted with an English department, and a liberal stipend allowance assigned to it. The passed students of this school, thoroughly trained in the vernaculars and in the art of teaching, and with a sufficient knowledge of English, will raise the standard of instruction in course of time. In the Bhagulpore Division the results at the same examination by the Burdwan standard were so bad that the marks had to be raised 25 per cent. all round in order to qualify the best students for the scholarships attached to the division.

127. In the Presidency Division there is a loss of 13 competing schools with 27 candidates, and of 10 successful schools with 24 passed candidates. The loss is most conspicuous in Jessore, in which district there is a decrease of 11 competing schools and of 18 passed candidates. The reforms referred to in a previous paragraph afford a sufficient explanation of this result. Four of the most successful schools of previous years have been raised to the higher class, and consequently sent no candidates to the examination. With regard to the others, a future gain has been purchased at the cost of a present sacrifice. It has been explained that 12 middle English schools in the district have been converted into vernacular schools, and that 12 others, retained as English schools, have been remodelled on a vernacular basis. The immediate loss of the few passed students which these schools have been able to furnish in previous years is more than counterbalanced by the gain of skilled teachers and a useful course of study. It should be borne in mind that the benefits of the present reform will not be immediately manifest. A change of system is accompanied by some temporary disorganization; and the losses that arise during the period of transition are not to be regarded as supplying a trustworthy test of the value of the reform.

128. Some detailed notice of the middle schools in the other districts of the Presidency Division may be useful, as illustrating the action that is now being taken with regard to them.

24-Pergunnahs.—Out of 39 schools 20, or more than half, failed to send up candidates. Of the non-competing schools 8 were unaided, leaving 12 whose failure has to be explained. Three of these have been successful in two years out of the last three. The names of the other nine are given below, with the reasons of their failure and the steps taken to improve them:—

	Failed in	
Halishahar	... 1876, 1877, 1878	... Very unhealthy climate. Too near the good schools of Chinsurah. Grant recently reduced.
Kadihati	... 1876 1878	... Too close to the Dum Dum school. To have another year's trial.
Dum-Dum	 1878	... Recently reduced from higher English. Grant renewed for one year more at the request of the Cantonment Magistrate.
Karanjali	... 1876 1878	... In a backward sub-division. Teaching staff inefficient, and to be changed.
Kalaroa	... .	... Closed.
Mohestola	... 1876, 1877, 1878	... Managers recently changed, and grant reduced.
Natta	... 1876, 1877, 1878	... Teachers inefficient and to be changed.
Bhatpara, Hadipore	... .	... New schools.

Nuddea.—Five aided schools sent up no candidates. Of these five two are said to be well managed, and all of them with one exception passed candidates

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the year before. The excepted school of Baganchra is in the backward sub-division of Bongong, and has not succeeded, during the three years of its existence, in working pupils up to this standard. If it is not more advanced at the end of the year it may be necessary to confine it to vernacular teaching.

Moorshedabad.—Seven aided schools out of 17 sent no candidates. The changes required, or already made, in the schools are here noted :—

	Failed in	
Bhagwangola ...	... 1876, 1877, 1878	... Has been reduced this year to middle vernacular.
Bhagirathpore ...	... ... 1877, 1878	... Requisite changes in the teaching staff already made.
Bharatpore ...	... 1876, 1877, 1878	... Grant suspended.
Rampal ...	... 1876, 1877, 1878	... To be reduced to middle vernacular.
Chowa ...	... 1876, 1877, 1878	... Grant recently renewed after suspension.
Islampore ...	... (New school)	... Well conducted, and likely to succeed.
Choitanyapore ...	... ... 1877, 1878	... In a backward locality, and not likely to succeed every year.

129. In the Burdwan Division the Inspector reports that the middle English schools seem to him to have much improved in discipline and efficiency. "Many that had no maps or black boards before have now got them. These improvements have been most marked in Burdwan and Beerbhoom. The placing of middle English schools on a vernacular basis has, I believe, something to do with the earnestness displayed by the Deputy Inspectors of these districts." The improvement is made manifest by the fact that 151 pupils from 77 schools passed the scholarship examination in 1878, against 102 pupils from 53 schools in 1877. Of the 22 aided schools that passed no candidates, three are new schools, three do not read the scholarship course, three are kept up with difficulty in very backward parts, five suffered much from malarious fever, and the remaining eight are not well managed. These last are now engaging the Inspector's attention.

130. All the Inspectors have sent careful and copious reports, similar to those which I have quoted, of the condition of the middle schools, English and Vernacular, in each district, and of the measures taken or proposed with regard to them. It is not necessary that I should enter into any further details on this point. The general result with regard to middle English schools is this. At the beginning of the year Government schools were 7; all sent candidates to the examination and 5 were successful. Aided schools numbered 453; 289 sent candidates and 244 were successful. There were 112 unaided schools; candidates appeared from 19, and passed from 17 of these. At the close of the year the number of aided schools had been reduced to 432; hence there still remained a balance of 188 schools of this class that passed no candidates at the last examination. The number of "inefficient" schools, defined after the manner explained in a previous paragraph, will of course be much less than this; but enough remains to show how great has been the decline in this class of schools, and how real is the need for remedial measures. Reform, not destruction, is the requirement of the time; the schools have fallen, many of them, into evil ways from which they can be only gradually weaned. Upon them much money has been spent; and our endeavours should be to take care that the money so spent shall not have been thrown away. Where the management is dishonest, or in other ways hopelessly bad, no concession can be made; but when failure has arisen, not so much from want of will, as from want of guidance or from external distress, liberal terms should be given to unsuccessful schools, provided always they show themselves in earnest to remove the evils which may be pointed out to them. And in order that these measures may be carried out effectively, and with full knowledge, throughout Bengal, it is necessary that the Deputy Inspectors should be authoritatively instructed to give much more time to the inspection of secondary schools than has been the practice for the last six years.

131. MIDDLE VERNACULAR SCHOOLS.—The following are the figures relating to this class of schools:—

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	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	177	11,017	172	9,305
Aided "	830	39,406	783	38,601
Private "	80	3,811	106	4,701
Total ...	1,087	53,234	1,061	52,607

A few Government vernacular (or model) schools have been reduced and a few closed, their grants being transferred to new sites after the end of the year. The increase of 26 under unaided schools is due to the withdrawal of grants from schools previously aided.

132. The loss of 47 aided schools is made up of 39 circle and primary grant schools and of 8 grant-in-aid schools. Among the former class two circles with six schools were closed in Furreedpore; and 16 circle schools in Dacca were either reduced or closed, owing, as the Inspector alleges, to the withdrawal by the Magistrate of the allowance of Rs. 2-8 a month which the gurus have hitherto enjoyed from the circle grant. This demands inquiry, since the distribution and control of the circle grant are no longer in the hands of the Magistrate. The Dacca circle system has long been celebrated for its success in promoting secondary education at a very small cost, by gradually raising primary into lower and middle vernacular schools. The cheapness of the middle schools created under this system, and their success in the vernacular scholarship examination, were noticed in the report for last year; and it is for the Inspector to see to their prosperity and to maintain their standard.

133. The reduction of middle schools aided from the primary grant has chiefly taken place in Jessore and in the Burdwan Division. In the former district the primary grant had been for some years exceeded, the reduction that had been made in its amount in 1875 having escaped the notice of the district authorities. When this fact was pointed out large reductions were at once set on foot, and 21 middle schools consequently lost their grants. In the Burdwan Division 11 middle schools in Midnapore and 4 in Burdwan have ceased to be aided from the primary grant. In other districts reductions have been made, though to a more limited extent. In Eastern Bengal and in Behar, on the other hand, more middle schools have been taken up into the primary system, chiefly in the districts of Durbhunga, Mozufferpore, Backergunge, and Dacca. The net result throughout Bengal is a loss of 17 middle schools from the number of those aided from the primary grant.

134. Turning to grant-in-aid schools, the loss of eight is thus explained. From 36 the grants have been withdrawn, and seven have been reduced to lower vernacular schools; 14 schools have been brought down from the middle English class, and 21 new grants sanctioned. The chief changes have been the following: In the district of Jessore 17 grants have been cancelled, and 13 new schools aided with the portion of the allotment thus saved, while 12 converted English schools have been transferred to this class. In the Burdwan Division four grants have been cancelled, three "attached" schools have now been rightly classed as unaided, and three new grants have been given. In the Rajshahye Division six have been closed for want of local support, and four reduced to the lower vernacular class. Three schools in Noakholly have been reduced; four have perished in Orissa; and four new schools have been aided in the Sonthal Pergunnahs.

135. The orders affecting middle English schools have made it an easy matter for vernacular schools to open an English class, and have consequently promoted the spread of English teaching to no inconsiderable extent. Under the old system the gulf between middle English and middle vernacular schools was so wide that a school could bridge it only by an entire change of constitution. Under present orders the course in a middle vernacular is identical with that in a middle English school, with the single exception of the English language. With the permission of the Circle Inspector, any efficient vernacular school

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can now add at its own expense an English class, the school being still ranked as vernacular, and the English teaching being ignored so far as regards the imposition of any disqualifying test. All the Inspectors have not supplied information on this important point; but I learn that 21 vernacular schools in the Burdwan Division, 18 model schools in Patna, and 5 in Bhagulpore, have opened English classes on those terms. The 17 English schools in the Presidency Division that were reduced to vernacular schools will almost certainly renew their English classes as soon as they have properly organized their vernacular teaching. All such schools will continue to be classed as vernacular until their English teaching improves to the standard of the middle scholarship, when they will be entitled to take rank as middle English schools, and to claim recognition and aid for their English classes. I would impress upon all inspecting officers the vital importance of encouraging the extension of English teaching under these salutary conditions, involving as they do the continued maintenance of a sound vernacular standard, and the enforcement of the rule that in middle schools all subjects are to be taught through the vernacular. Given efficient teaching in the vernacular, and the addition of even a little knowledge of English is, in these days of railways and newspapers, a solid advantage which need not be confined to dwellers in towns.

136. The following table gives the results of the middle vernacular scholarship examination:—

Middle Vernacular Scholarship Examination, 1878-79.

Division.	Total number of middle vernacular schools.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in—				Number gained scholarship.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	238	14	116	6	136	14	58	3	75	417	17	40	101	158	27
Calcutta	6	1	5	...	6	1	4	...	5	43	15	13	8	36	4
Burdwan	174	22	76	15	113	22	66	10	98	362	45	90	136	271	24
Rajshahye	142	18	81	9	108	12	43	7	62	307	3	22	112	137	29
Dacca	241	4	216	13	233	3	171	10	184	708	54	156	275	485	37
Chittagong	25	5	16	1	22	4	12	...	16	58	...	9	32	41	9
Patna	106	37	45	26	108	30	23	14	67	416	...	26	147	173	28
Bhagulpore	70	22	31	4	57	17	25	4	46	179	5	30	86	121	38
Chota Nagpore	23	10	8	...	18	9	5	...	14	62	7	12	12	31	14
Orissa	36	12	18	2	32	12	17	1	30	116	7	33	48	88	14
Total	1,061	145	612	76	833	124	424	49	597	2,663	153	431	957	1,541	224

137. The general result of the examination may be shown as follows: At the beginning of the year there were 177 Government vernacular schools; 145 of these sent candidates to the examination, and from 124 schools candidates passed. The number of aided schools was 830; of these 612 competed, and 424 successfully. Private schools were 80; 76 sent, and 49 passed, one or more candidates. On the whole therefore 883 schools sent 2,663 candidates, and from 597 schools 1,541 candidates passed. In the previous year 887 schools sent 2,939 candidates to the examination, and from 637 successful schools 1,573 candidates passed. There is therefore a loss in the present returns under every head. In the Presidency, Rajshahye, and Patna Divisions there is a loss both of successful schools and of successful pupils; in the Eastern Circle, and in the divisions of Bhagulpore, Chota Nagpore, and Orissa, there is a gain of both. The Burdwan schools show a loss of successful schools, but an increase in the number of passed candidates.

138. The Presidency Division sent up 23 schools and 112 candidates short of the numbers of the year before, and passed 9 candidates less than in 1877; the proportion of success has therefore much improved. Much of the loss is explained by the reduction of middle schools in Jessore. The attention of the Magistrate was drawn in my last report to the circumstance that the primary grant had been for some years largely exceeded. That officer at once set himself to reduce the expenditure, and 21 middle vernacular schools, hitherto supported from the primary grant, were closed. It is to be regretted that the Magistrate did not

make a reference on the subject; as in that case it might have been possible, since the schools were established and flourishing, to postpone the reduction or to spread it over a series of years, until the villagers were sufficiently habituated to their schools to induce them to make up from local sources the loss of the Government grant. Of the unsuccessful schools in the district 13 are quite new, and there remain five about which action is to be taken. In the 24-Pergunnahs 19 aided schools failed to send up candidates this year, and 17 of these failed on two previous occasions. Nine of these are in the very backward sub-divisions of Satkhira and Diamond Harbour. It is difficult to bring them up to the middle standard, and the Inspector suggests their reduction to the lower class. Seven schools are under incompetent teachers; in all of these changes have been or are about to be made. In Moorshedabad 16 grant-in-aid schools did not compete; three of these are new. Six grants have been suspended or withdrawn, and the other seven will be given a further year's trial.

139. In the Rajshahye Division the Inspector has long complained of the difficulty of getting competent pundits for schools in the districts of Dinagepore, Rungpore, and Julpigoree, owing to the distance of the normal school at Rampore Beauleah, and the reluctance of pundits trained in that school to take service in districts reputed unhealthy. Of Dinagepore Mr. Bellett writes: "I doubt whether any school in this district can be called a good one . . . . I cannot hope for much improvement in this lamentable district till we have a normal school nearer to Rampore Beauleah;" and again to the same effect: "A comparison of the Pubna district with its 23 schools and 1,154 pupils and Rungpore with 34 schools and 1,094 pupils, when the former has only six schools which can be classed as unsatisfactory and only one which can be called bad, while in the latter the Deputy Inspector can only name seven with anything like satisfaction, all the remainder being indifferent or bad, proves my statement of the influence of the neighbourhood of a normal school for good. In Pubna pundits can be obtained without the least difficulty from any of the three normal schools, Calcutta, Dacca, and Hooghly; and the satisfactory condition of the district with regard to middle vernacular education is, there is no doubt, to be traced directly to this fact." Government has now sanctioned the transfer of the first grade normal school of Rampore Bauleah to Rungpore, a measure which will be carried out at the close of this session.

140. In the Patna Division the same cause operated in the middle vernacular as in the middle English scholarship examination to bring down the results, namely, the introduction into the Behar circle for the first time of the Burdwan standard of examination. Another cause is to be found in the fact that at Mozufferpore the question papers were tampered with, and the examination quashed. In the Bhagulpore Division the marks had to be increased 25 per cent., as in the middle English examination. Of 70 middle vernacular schools, 16 sent no candidates to the examination. Of these 16, ten were unaided schools, one a primary grant school, three new schools, and two situated in a fever-stricken part of Maldah. Of 11 schools that sent candidates but failed, six were primary grant schools. Of the other five, one in each district, the accounts given are respectively, "fever-stricken," "situated in a backward part," "no first or second class this year," "opened in 1878," and "attached to an English school, and to be transferred."

141. In the Dacca Division the number of middle vernacular schools is larger than in any other, namely 241. The Presidency Division approaches it with 238, and Burdwan follows with 174. But the success of the Dacca schools is still greater. The number of passed candidates was 485, against 446 in the previous year, either number being greater than the sum of the successful candidates in the other two divisions. All the districts share in the general advance; but Dacca stands at the head of the list, and Backergunge comes next. Out of 95 competing schools in Dacca district, only seven failed to pass any of their candidates. The popularity and success of middle vernacular schools in Eastern Bengal has for years past been remarkable; the villagers take the greatest interest and pride in their schools, and in the general competition for scholarships; and they display no anxiety whatever to convert a good vernacular into an indifferent English school. Nor is the cheapness with which the schools are conducted less remarkable than their success. The following short table affords a striking

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comparison of the year's results in the four divisions in Bengal proper in which middle vernacular education is most advanced:—

Division.	No. of grant-in-aid middle vernacular schools.	Cost to Government.	Total cost.
		Rs.	Rs.
Presidency	140	19,763	60,862
Burdwan	130	20,955	57,131
Dacca	121	14,777	38,607
Rajshahye	97	14,794	38,755

The operations of the Dacca Normal School, which had in former years a very high reputation, have been confined much more closely to Eastern Bengal than those of the Hooghly Normal School to the Burdwan Division, or of the Calcutta Normal School to the Presidency Division. When the stipend grants to all first grade normal schools were cut down with a vigorous hand in 1873, the demand for competent pundits became much less easy to satisfy in Central and Western than in Eastern Bengal; and the schools in the former divisions had to put up with inferior men, or else to secure good pundits at prices much higher than those ruling in the Dacca Division. The subject does not directly belong to this section of the report; but it has long been foreseen that if the middle vernacular schools are to be restored to their former position, it will be necessary to make a large increase in the stipend grants of normal schools. The recent orders have vastly increased the importance of middle vernacular schools, and have made the maintenance of a high standard of efficiency in these a matter of the first necessity. Middle vernacular schools are now the centre of the secondary system, just as higher English schools are the backbone of the colleges. No reasonable expenditure that will increase the efficiency of either class of schools can fail to secure a more than adequate return.

142. The vernacular schools of the Chittagong Division are less unsatisfactory than the English schools. In Noakholly they have done well, but in Chittagong they are far from successful; and Mr. Cotton, the Magistrate, regards the aided middle schools of that district as little better than pathsalas. The Commissioner agrees with him, and says they will not improve, because there is no general desire for the class of information taught at such schools, or indeed for European education of any kind. Mr. Beames would therefore degrade them; but the facts seem rather to furnish an argument for keeping up the more promising of these schools, in the face of all difficulties, in the hope that a desire for a better standard of education may hereafter arise.

143. Out of twenty-three schools in Chota Nagpore seven sent no candidates. Four of these were in the district of Manbhoom, which suffers in comparison with the Hindi-speaking districts of the division, from the fact that its schools are examined by the Presidency divisional standard. Two schools in Hazaribagh sent no candidates; one is to be removed, and the other is an Urdu school for Mahomedans, the examinations of the division being conducted only in Bengali and in Hindi. An unsuccessful school in Singbhoom is to be transferred. The Assistant Inspector remarks that the model schools in Lohardugga and Singbhoom are of great service to primary education, since the passed candidates accept employment as gurus; while those from schools in Hazaribagh and Manbhoom look forward either to a higher English education or to qualifying as pundits in the first grade normal school at Ranchi.

144. In Orissa, with 37 middle vernacular schools, a considerable improvement is shown in the result of the examination, 88 pupils passing from 30 schools, against 49 pupils from 21 schools in the previous year; and this notwithstanding the decease of the large and efficient school at Pooree from the failure of local support. Balasore is the most successful of all the districts, none of its schools having failed altogether. One school only failed in Cuttack, and the causes of its failure are being reported on. In Pooree very little desire is shown for grant-in-aid schools, especially in the Khoorda sub-division. Even in Government schools in that sub-division the boys scout the idea of purchasing school books, with which they claim to be supplied by Government. The improvement of middle education in Orissa

is largely due to the judicious control of the Joint Inspector, whose zeal and discretion in this, as in every other branch of his duties, claim the fullest acknowledgment.

145. During the course of the year Pundit Mohesh Chundra Nyayaratna, the Officiating Principal of the Sanskrit College, put forward a proposal to modify in several important respects the course of study in middle vernacular schools which was fixed in 1875. His proposals were as follows:—

(1) To appoint some central authority to select text-books in Bengali, in order to define the standard in language and literature at the middle scholarship examination. By the orders of 1875 no text-books were fixed, or to be fixed, in Bengali literature; each school reading in its higher classes the books that it thought likely to serve its pupils best in the general examination in language, which was all that the rules prescribed.

(2) To omit mensuration from the course, as involving a knowledge of the third book of Euclid; and to omit the alternative subjects of botany and chemistry, as implying a knowledge of practical appliances which neither pundits nor schools possessed, and as having no relation to the course in higher schools.

(3) To substitute hygiene for these subjects.

(4) To raise the marks assigned to the Bengali language, as being by far the most important subject of the course.

These proposals were sent for the consideration of Circle Inspectors, of the head-masters of first grade normal schools, and of the central text-book committee; and the proposals were thoroughly discussed. It was agreed by all that the first proposal suggested a valuable reform, which indeed the resolution of July 1878, placing in the hands of Inspectors the selection of text-books for middle schools, now for the first time enabled the department to carry out. Perhaps the most satisfactory plan is that in force in the Presidency Circle. A fairly long list of books in literature and in grammar is fixed by the Inspector, out of which school managers are at liberty to select text-books for all their classes; but the examination is as heretofore a general one in language and grammar, and is not confined to any particular books.

146. The other proposals met with very little support, and were generally condemned as retrograde. They were in essence a return to the standard of 15 years ago. It was held indeed that there were two cardinal errors underlying the pundit's proposals. The first, that the course of instruction in middle vernacular schools was to be dominated by that in higher English schools; and the second, that the Bengali language was the most important subject in the vernacular course. The defects of the scientific portion of the course are well known; but the remedy for them is to improve the teaching of those subjects in the normal schools. Ground is being won year by year, and the schools are becoming habituated, if to nothing else, at least to the terms of elementary science and to the idea of scientific teaching. When trained pundits are produced in sufficient numbers, they will find their work much easier than if they had to break entirely fresh ground. The introduction of hygiene as a compulsory or an alternative subject in the scholarship course awaits the decision of the Government of India with regard to the production of a text-book.

147. LOWER VERNACULAR SCHOOLS.—The following changes have taken place during the year:—

	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools ...	10	354	13	757
Aided " ...	1,536	53,858	1,474	50,638
Unaided " ...	58	1,800	54	1,996
Total ...	1,604	56,012	1,541	53,391

Three model schools have been re-classed as lower vernacular, and a few unaided schools have ceased to exist.

148. The 1,474 aided schools are made up of 115 grant-in-aid schools, 92 circle, and 1,267 primary grant schools. The loss of 62 aided schools is explained by 15 grants-in-aid cancelled; a gain of 14 circle schools, partly reduced from the middle vernacular, partly raised from the primary class; and

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a loss of 61 schools aided from the primary grant. The net loss of 15 in grant-in-aid schools is sufficiently explained by changes that have taken place in the mission schools established in the Presidency Division, in Midnapore, and amongst the Kols of Chota Nagpore. A fixed monthly grant is made to a mission, which undertakes in return to keep up a certain number of schools, and to spend a certain sum of money in their support. The class of these schools fluctuates from year to year, though many are kept permanently above the primary standard. Against the 15 now lost 20 were raised to this class in the previous year. I have in former reports expressed a high opinion of the educational work that is done by the missionary bodies among uncivilised races, such as that of the Church Missionary Society and the Indian Home Mission among the Sonthals, and that of the Lutheran and Anglican Missions among the Kols. Their work is in a high degree one of civilisation as well as of education.

149. The 61 primary grant schools that have disappeared from this class are the balance of a much larger number that have ceased to be aided from that allotment. In Jessore 40 grants to lower vernacular schools have been withdrawn, some of them doubtless reappearing as primary schools. In Moorshedabad 16 schools have been either reduced or abolished. In Beerbhoom 28, and in Burdwan 10 lower vernacular schools have been classed this year as primaries. In Chittagong 15 were lost, and in the Sonthal Pergunnahs 19. On the other hand 25 primary schools in Dacca, 12 in Backergunge, and 13 in Midnapore, were raised to the lower vernacular class; and in Orissa 23 primaries were so raised, to serve as model or central schools in the primary system now in force in the districts of Cuttack and Balasore.

150. Subjoined are the results of the lower vernacular scholarship examination, the subjects for which include the Bengali language, the history and geography of Bengal, arithmetic, the first book of Euclid, and elementary facts of science.

Lower Vernacular Scholarship Examination, 1878-79.

Division.	Total number of lower vernacular schools.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	350	...	122	3	125	...	55	1	56	269	1	26	47	74	21
Calcutta	2	...	...	1	1	...	...	1	1	1	...	...	1	1	
Burdwan	259	...	178	7	185	...	160	6	166	428	69	123	142	334	22
Rajshahye	116	...	52	4	56	...	30	3	33	123	1	15	40	56	19
Dacca	232	4	206	12	222	8	144	5	152	495	5	61	186	252	22
Chittagong	53	...	43	2	45	...	19	2	21	105	...	6	27	33	4
Patna	214	...	142	5	147	...	64	1	65	338	4	24	83	111	32
Bhagulpore	142	...	127	2	129	...	71	2	73	372	15	47	125	187	35
Chota Nagpore	52	2	24	...	26	1	15	...	16	59	3	9	15	27	14
Orissa	121	5	70	1	76	5	70	...	75	208	98	47	38	183	19
Total ...	1,541	11	964	37	1,012	9	628	21	658	2,398	196	358	704	1,258	188

151. In the previous year, when there were 63 more schools of this class, 2,457 candidates competed from 993 schools, and from 702 schools 1,272 candidates passed. The number of competing schools is therefore greater than in the year before, and the number of successful schools and pupils is less. These figures point to no decline in efficiency. Many of the schools of the previous year, which have since been reduced, were reduced on financial grounds, and in order to provide funds for the extension of the primary system, and not by reason of their inefficiency. Consequently many schools that passed candidates in 1877 were not in existence in 1878, while the new schools that were just raised to the class were often hardly strong enough to succeed at a first attempt. In schools originating as these do, and offering to picked boys of the classes that fill our primary schools an opportunity of advancing to a higher standard of education, the important thing is to get as many as possible to attempt the standard. They cost the Government Rs. 3, Rs. 4, or Rs. 5 a month each; and they form a valuable and necessary link between the primary schools of the country, so far as they have been taken up and organised, and the secondary

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system of Government schools. The margin between the 1,474 aided schools that exist and the 964 that competed represents the number of schools that have begun to raise themselves above the primary scholarship standard, and may hope to approach that standard in a year or two. The Magistrate decides which schools, out of all that are aided from the primary grant, shall be classed as lower vernacular and permitted to compete for the corresponding scholarships.

152. In the Presidency Division the percentage of successful candidates was so much smaller than in the previous year in every district that the Inspector cannot resist the conclusion that the standard of examination was raised. He believes, however, that there are still many schools in the districts of 24-Pergunnahs and Nuddea which are never likely to reach the scholarship standard, and that would succeed better as primary schools. In the Burdwan Division the number of lower vernacular schools to be aided from the primary grant is fixed for the future at 84 in Burdwan and 65 in Midnapore. In Hooghly, Howrah, and Bankoora no number is fixed; but the Inspector remarks that an abolished school is seldom replaced. The district of Beerbhoom, which had 28 lower vernacular schools aided from the primary grant in 1877-78, had none at the close of the year, the Magistrate having decided that all such schools should be aided, if at all, by grants-in-aid. Of the 28 lower vernacular schools, from which grants were taken away, three at once converted themselves into primaries, two obtained grants-in-aid, eight have applied for grants-in-aid, five have ceased to exist, and the remaining ten, in the words of the Deputy Inspector, "closed and revived, revived and closed, and were at last brought on our list as primary schools." Notwithstanding the reductions in the Burdwan Division, the success at the examination was much greater than in the previous year. In 1877, 139 schools sent 286 candidates, and from 121 schools 208 candidates passed. In 1878, 185 schools sent 428 candidates, and from 166 schools 334 passed. The 1,267 schools aided from the primary grant in this division cost Rs. 11,364, or at the rate of Rs. 4-6-6 each a month. The rate throughout Bengal is a fraction under Rs. 4 a month, but there is no doubt that the higher rate is compensated by increased efficiency.

153. The lower vernacular schools in the Dacca Division are little, if at all, inferior to those of Burdwan. Of 232 schools, 222 competed, and though only 152 schools and 252 candidates were successful, against 166 schools and 334 pupils in the Burdwan Division, yet the classification of the successful candidates shows that the standard in Dacca was much more severe than the other. Of the Dacca candidates, only five were placed in the first division, and 61 in the second, while in Burdwan 69 candidates reached the first, and 123 the second division. In the Chittagong Division the lower vernacular, like the middle vernacular schools, are generally unsuccessful. In the Patna Division the number of successful schools and of passed candidates was only half that of the previous year. The standard is being gradually worked up to that of other parts of Bengal. In the Bhagulpore Division, out of 138 lower vernacular schools aided from the primary grant, as many as 127 competed at the examination. Of these, 71 schools and 187 candidates were successful, which is a better result than that of the Patna Division. In Chota Nagpore 27 candidates passed from 16 schools, out of 52 in the division; from Lohardugga 20 candidates passed. It has been already noticed that passed pupils of middle schools in this district are willing to serve as teachers in primary and lower schools. But the other three districts failed miserably; Manbhoom (which was examined by the standard of the Presidency Division) passing only five candidates, and Hazaribagh and Singbhoom one each. In Hazaribagh it is most difficult to get teachers for these schools, and the Assistant Inspector points out that the circle system might be introduced into this district with great advantage. In Singbhoom many of the pathsalas, as the Assistant Inspector again points out, have evidently been forced prematurely, and without any natural demand, into the lower vernacular class. At Jagarnathpore in Singbhoom there is the most expensive school of this class in Bengal; it is a Government school, with a grant of R. 25 a month, and with no fee income of any kind. It sent four boys to the examination, none of whom passed. The grant might be divided into two with great advantage. In Orissa the lower vernacular schools have greatly increased in efficiency. In the scholarship

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examination all the districts attained the same level of success as Balasore, which in the previous year had distanced the other two. In Balasore and Cuttack, the lower vernacular schools have a close relation to the primary system. One is established as a model school at each police outpost; and the abadhan, or teacher, has to inspect all the schools in a surrounding area, in addition to the work of teaching his own. The Joint Inspector is reluctant to pronounce upon the merits of this portion of the scheme, but thinks it more promising in Balasore than in Cuttack. The double duty imposed on the abadhans is no light matter; and in Cuttack the area of inspection for each abadhan is much larger, and his remuneration much less, than in Balasore.

154. I append returns showing the social position of whose who gained middle English, middle vernacular, and lower vernacular scholarships. Among middle English scholars there are 72 of the middle classes to 32 of the lower; among middle vernacular scholars, 122 of the middle classes to 101 of the lower; and among lower vernacular scholars, 53 of the middle classes to 135 of the lower. Or again, of 188 lower vernacular scholarships, sons of cultivating ryots hold 74; of 223 middle vernacular scholarships they hold 40; and of 104 middle English scholarships they hold 11.

Social Position of Middle English Scholars, 1878-79.

	Upper classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus — Brahmans and Rajpoots	1	4	16	4	2	2	6	...	...	...	1	36
Hindus — Kayasths and Baidyas	1	19	10	6	1	10	1	...	...	...	...	48
Hindus — Lower castes	1	...	1	...	...	2	4	3	1	...	...	12
Mahomedans	......	...	3	1	...	1	...	...	...	...	...	5
Christians	......	...	...	...	...	...	...	...	1	...	...	1
Others	1	...	...	1	...	...	...	...	...	...	...	2
Total	4	23	30	12	3	15	11	3	2	...	1	104

Social Position of Middle Vernacular Scholars, 1878-79.

	Upper classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus — Brahmans and Rajpoots	1	14	13	20	...	5	10	...	...	...	5	68
Hindus — Kayasths and Baidyas	......	21	20	6	1	15	8	3	1	...	2	77
Hindus — Lower castes	......	1	5	1	7	1	15	11	2	1	3	47
Mahomedans	......	3	7	1	...	5	6	2	...	1	3	28
Christians	......	...	...	...	...	...	...	...	...	...	...	......
Others	......	...	...	1	...	...	1	...	1	...	...	3
Total	1	39	45	29	8	26	40	16	4	2	13	223(a)

(a) No return of seven vernacular scholars from Behar Circle.

Social Position of Lower Vernacular Scholars, 1878-79.

	Upper classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus — Brahmans and Rajpoots	......	...	18	8	...	6	20	...	...	...	2	54
Hindus — Kayasths and Baidyas	......	5	8	2	...	13	15	3	...	...	2	48
Hindus — Lower castes	......	...	4	...	3	1	28	19	3	2	...	60
Mahomedans	......	...	3	1	1	5	12	...	...	...	1	21
Christians	......	...	...	...	...	...	...	1	...	...	...	1
Others	......	...	...	...	...	...	4	...	...	...	...	4
Total	......	5	33	11	4	23	74	23	3	2	5	188

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155. The total number of primary schools of all classes, and of the pupils reading in them, is shown in the following statement:—

Primary Schools.

	1878.		1879.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	12	310	10	207
Grant-in-aid "	192	4,876	163	4,459
Circle grant "	50	1,712	83	2,998
Primary grant "	15,788	353,424	22,782	439,204
Total ...	16,042	360,322	23,038	446,868
Unaided schools	6,084	86,200	6,232	84,196
GRAND TOTAL ...	22,126	446,522	29,270	531,064

The few Government schools are nearly all in the Mymensing district, and are kept up for the benefit of the half-Aryan races that dwell on the lower slopes of the Garrow hills. The grant-in-aid schools are all mission schools. The chief increase in circle schools has taken place in the Presidency Division; 27 primary schools having been added in the district of 24-Pergunnahs, in which the circles have been re-arranged and the grants re-distributed under the direction of the Inspector, who is now charged with the direct administration of the circle grant.

156. The subjoined tables show the extent to which the circle and primary grants are used to promote education other than primary:—

Circle Grant Schools.

YEAR ENDING	Primary.		Lower.		Middle		Pupils.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Total.
31st March 1878	*56	1,839	78	3,045	128	5,858	262	10,742
31st March 1879	*89	3,129	92	3,591	106	5,227	287	11,947

* Including six girls' schools.

Primary Grant Schools.

YEAR ENDING	Primary.*		Lower.		Middle.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
31st March 1878	*15,939	355,723	1,328	45,778	128	4,634	17,395	406,135
31st March 1879	†22,976	442,599	1,267	42,659	111	4,260	24,354	489,518

* Including 151 girls' schools.
† Ditto 194 ditto.

157. As was explained in the last report, the circle grant has been for some years exposed to serious vicissitudes, arising from a complete misconception of its purpose by the officer to whom, in 1872, it was entrusted. That purpose was to create lower and middle vernacular schools at small cost out of the primary schools of the country, and thus to engraft secondary education upon the indigenous system. The chief troubles have hitherto arisen in the Presidency Division, where the pundits have been treated alternately as teachers, as inspectors, and as both. In the year under report misfortune appears to have overtaken the circle schools of the Dacca Division, in which for many years the administration of the circle grant had been conspicuously successful. The middle schools of the Dacca circles have fallen from 105 to 82, lower and primary schools having increased by six and seven respectively. There is consequently a loss both in quantity and in quality. The Government has now declared that the character of the circle system is defined by the highest standard at which it aims, and consequently that expenditure on circle

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schools is expenditure upon secondary education. The transfer to the Circle Inspectors of the control of these schools will probably bring about a return to the principles on which they were first established.

158. The loss of 17 middle and of 61 lower vernacular schools aided from the primary grant has already been referred to. Variations of this kind are not important; and the principle is now generally accepted that the occasional rise of primary into lower vernacular, and more rarely into middle vernacular schools, is a legitimate and useful development of the primary system. There is no longer any reason to fear that the primary grant will be applied in any undue proportion to the purposes of secondary education. Taking the returns of the year as the basis of calculation, the actual character of the primary system in Bengal may be thus expressed. For every 1,000 primary schools in the province there are 58 lower vernacular and five middle vernacular schools that have grown out of primaries. Each primary school has 19 pupils, and costs Government Rs. 12 a year out of a total expenditure of Rs. 43. A lower vernacular school has 34 pupils, and costs Government Rs. 48 a year out of a total of Rs. 94. A middle vernacular school has 38 pupils, and costs Government Rs. 54 a year out of a total of Rs. 130. No exception can be taken to the outgrowth of a secondary system, whose dimensions are so limited, and whose cost is so moderate. The warnings of former years have had their full and salutary effect, and no further restrictions on the support of secondary schools from the primary grant need now be imposed or suggested.

159. The following table sums up for reference the detailed statistics of all Government and grant-in-aid primary schools and of all schools aided from the primary and circle grants:—

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March 1879.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Mahomedans.	Others.	Expended from Government. Rs. A. P.	Expended from local sources. Rs. A. P.	Total expended. Rs. A. P.
Government primary ..	10	207	214	153	...	61	32	114	1,080 9 7	34 0 0	1,114 9 7
Grant-in-aid primary ...	163	4,459	4,120	3,392	594	1,572	572	1,721	6,553 0 1	10,577 3 6	17,130 3 7
CIRCLE GRANT SCHOOLS—											
Middle vernacular ...	106	5,227	4,548	3,418	1	4,699	524	3	11,217 8 9	6,515 1 4	17,732 10 1
Lower ditto	92	3,591	3,352	2,626	...	2,887	703	1	6,650 4 0	4,909 9 3	11,559 13 3
Primary ditto	83	2,998	2,573	2,102	...	2,212	784	2	4,293 15 0	2,824 14 7	7,118 13 7
Girls' ditto	6	131	127	101	...	128	3	...	373 0 0	29 0 0	402 0 0
Total .	287	11,947	10,600	8,247	1	9,026	2,014	6	22,534 11 9	14,278 9 2	36,813 4 11
PRIMARY GRANT SCHOOLS—											
Middle vernacular ...	111	4,260	3,854	3,061	..	3,845	911	4	5,024 13 6	8,535 9 7	14,460 7 1
Lower ditto .. .	1,267	42,659	39,100	31,305	83	35,963	6,943	270	60,231 0 1	59,215 3 2	1,19,446 12 3
Primary ditto	22,782	439,204	399,187	333,436	1,357	346,036	84,458	7,353	2,76,521 2 8	7,07,141 4 6	9,83,662 7 2
Girls' ditto	194	3,305	3,090	2,324	104	2,764	368	159	4,516 0 8	1,895 0 9	6,411 1 5
Total ...	24,354	489,518	445,231	370,126	1,544	387,508	92,080	7,786	3,47,193 9 11	7,70,787 2 0	11,23,980 11 11

160. PRESIDENCY DIVISION.—The number of aided primaries has increased from 1,712 to 1,753. Lower vernacular schools number 238, and middle vernacular 44. In the 24-Pergunnahs and in Moorshedabad the payment-by-results system is in force for primary schools; in Nuddea and Jessore a mixed system of stipends and rewards prevails. The local authorities have generally managed their own schemes without the assistance of the Circle Inspector.

161. *24-Pergunnahs*—Population, 2,210,000; primary grant, Rs. 12,000; expenditure from that grant, Rs. 10,067; of which Rs. 947 have been spent on 1 middle and 27 lower vernacular schools. The total number of schools aided from the primary grant has decreased since the last report from 641 with 23,000 pupils to 635 with 23,678 pupils. Unaided primary schools are 463.

The introduction of the payment-by-results system in the previous year had the effect at the outset of reducing the number of aided primaries, the gurus being under the impression that no aid at all would be given by Government. It has

now come to be better understood, and the gurus are said to have set to work with greater vigour and steadiness in the hope of earning an ample reward. Three methods have been followed, as in the previous year:—(*a*) payment by rewards after quarterly examination; (*b*) fixed grants; (*c*) annual rewards; the only change being that the first-mentioned has played a more prominent part than before. It has been found that there are certain drawbacks to the system hitherto in vogue of holding the examinations quarterly at each school. At one quarter's examination a boy would pass and get a reward, and there was nothing to prevent his being presented again at the examination for the next quarter in the same subjects, and gaining a second reward without having made any progress. Further, after finishing each periodical examination the Sub-Inspector had to tabulate the results, draw up the bills, and distribute the rewards, an amount of work sufficient to take up the whole of his time, and to prevent his attending to other classes of schools. The Magistrate proposes to introduce the Midnapore system of central examinations, and to cause the Sub-Inspectors to keep for each pathsala a memorandum-book to note the progress of each boy at the time of examination.

162. *Nuddea.*—Population, 1,813,000; primary grant, Rs. 18,000; expenditure from that grant, Rs. 16,978; of which Rs. 5,337 have been spent on three middle and 94 lower vernacular schools. The total number of schools aided from the primary grant has increased from 603 with 18,399 pupils to 665 with 20,154 pupils. Unaided primaries are four. The Magistrate remarks that it was intended to introduce the plan of payment by results; but an unqualified system of that kind was thought to be ill-suited to the requirements of the district, and measures were accordingly taken to improve those schools that were in the receipt of fixed grants, while the result system was applied only to those which had hitherto been unaided. Under this system 139 primary schools received rewards. All the sub-divisional officers have written in favour of the scheme, and the gurus of pathsalas hitherto unaided have come to understand that State aid, instead of being the monopoly of some, is to be shared by all. Gurus who could send up no candidates to compete for rewards received some aid for registering their schools and submitting annual returns.

163. *Jessore.*—Population, 2,075,000; primary grant, Rs. 16,000; expenditure from that grant, Rs. 14,700; of which Rs. 3,130 have been spent on 17 middle and 52 lower vernacular schools. The total number of schools aided from the primary grant has decreased from 409 with 13,120 pupils to 350 with 11,493 pupils. This decrease is due mainly to retrenchments that have been made in grants from the primary fund to middle and lower vernacular schools, of which there were 38 and 92 respectively in the previous year, against 17 and 52 now returned. Aided primaries taken alone show a small increase from 279 to 281. The necessity for withdrawing aid from middle and lower schools arose from the discovery that the primary allotment had been in former years exceeded. Unaided primaries are 186. The local authorities have determined to introduce the plan of payment-by-results as an experiment in one sub-division. An officer experienced in the Midnapore system has recently been sent to Jessore as Deputy Inspector, and in all probability that system will be adopted for the whole district.

164. *Moorshedabad.*—Population, 1,354,000; primary grant, Rs. 11,856; expenditure therefrom, Rs. 9,028; of which Rs. 4,045 have been spent on 23 middle and 65 lower vernacular schools. The total number of schools aided from the primary fund has decreased from 428 with 10,728 pupils to 398 with 10,144 pupils. Unaided primaries are 23. There is believed to be no very extensive system of indigenous education in this district. No important change has taken place in the administration of the allotment, the payment-by-results system having been in vogue throughout the year. The central examinations had 38 more schools competing than in the year before, and 1,032 more pupils. Rs. 2,714 were distributed in rewards, being an average of a little over Rs. 11 for each school. Middle and lower vernacular schools, the offspring of the old five-rupee pathsalas, are planted very thickly in this district, and absorbed nearly half the primary grant. It is probable that the existence of so many fixed grant schools, and the paucity of indigenous pathsalas, will prevent the payment-by-results system from gaining ground in this district as it has in others.

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165. BURDWAN DIVISION.—The number of aided primaries has advanced from 4,925 to 5,527; lower vernacular schools are 215; and there are two middle vernacular schools. In Burdwan and Bankoora the system of stipends and rewards is combined; in the other four districts all payments are made upon the result of examinations. Next after Balasore, in which the proportion of pupils to population is 34·84 per 1,000, come the three districts of Midnapore, Burdwan, and Bankoora, in which the proportions are 25·9, 24·36, and 23·91 respectively, the district of 24-Pergunnahs following with 23·84 per 1,000.

166. *Burdwan.*—Population, 2,035,000; primary grant, Rs. 22,000; expenditure therefrom, Rs. 21,828; of which Rs. 5,617 have been spent on 1 middle and 113 lower vernacular schools. The total number of schools aided from the primary fund has advanced from 1,164 with 36,908 pupils to 1,459 with 42,809 pupils. Unaided schools are returned as 55.

Mr. Larminie's system of last year has now been brought into full operation. It differs but slightly from the one so successfully worked in Bankoora, and the results are as encouraging as they were in that district. On this plan the teachers of 18 pathsalas were paid at the rate of Rs. 5 a month, of 66 at Rs. 4, and of 650 at Re. 1. The teachers of the third class also receive rewards according to their success in teaching. There is a fourth class of schools, the teachers of which, receiving no monthly aid, are entitled to rewards for good teaching as proved by the central examination. Schools of the first two classes that show marked failure at the scholarship examination are degraded to the third class, and replaced by good schools of that class. Similarly, third class schools may be degraded to the fourth class, and their places taken by good schools of the fourth class. The Magistrate can testify from personal observation that both gurus and pupils generally are now thoroughly awake to the advantages of giving attention to their work. The annual cost to Government has been barely over 8 annas a year for each pupil. The pathsalas examined for rewards numbered 1,024, the pupils examined 17,906. Of the pathsalas 948, of the pupils 2,015, earned rewards aggregating for pathsalas, *i.e.* for the gurus, Rs. 6,412, and for the pupils Rs. 485. Eighty-two girls succeeded in passing the examination, 31 by the higher standard. The total number passed was 8,588; the highest reward, Rs. 46, was gained by the guru of an unaided pathsala.

167. *Bankoora.*—Population, 527,000; primary grant, Rs. 6,000; expenditure therefrom, Rs. 5,705; of which Rs. 1,107 were spent on 22 lower vernacular schools. The total number of schools aided from the primary fund has increased from 326 with 10,418 pupils to 407 with 10,656 pupils. Unaided primaries are returned as 17, against 120 of the previous year. This difference arises no doubt from many unaided pathsalas of that year having been brought within reach of the reward examination, and therefore classed as aided. No important change has been made in the system of last year, the basis of which was "small stipends and large rewards," except that central examinations are now discontinued, and partial examinations in certain subjects are held at each visit paid to a pathsala by an inspecting officer. The Sub-Inspector has to visit each stipendiary pathsala six times during the year, and each rewarded pathsala three times, and to record in a book kept for the purpose the number of marks obtained by each pupil. The classification of schools is based on the aggregate marks thus obtained by each. The gurus of 311 stipendiary and rewarded pathsalas received rewards varying from Rs. 55 to Rs. 3 each.

168. *Beerbhoom.*—Population, 696,000; primary grant, Rs. 5,144; expenditure therefrom, Rs. 4,796. The total number of schools aided from the primary grant has increased from 273 (including 28 lower vernacular schools), with 7,985 pupils, to 342 schools, all pathsalas, with 9,334 pupils. This district is the only one in Bengal in which no lower vernacular school is aided from the primary grant. Unaided primaries have decreased from 122 to 30. Many of these have no doubt been taken into the ranks of aided or rewarded pathsalas. The system of payment by classification which prevailed in this district during the year 1877-78 has been changed. At the commencement of the year under report it was decided that only 100 pathsalas, with a fixed monthly subsidy of Rs. 3 each, should be kept on the stipendiary list, and the rest, 79 in number, were at once struck off. In the month of December it was arranged that all path-

salas should cease to draw fixed grants, and that the system of rewards and examinations should be introduced. It was ruled at the same time that rewards should thenceforward be given to only 400 pathsalas. The 100 schools that show the best results receive a lump sum of Rs. 20 each; the next 100 schools, Rs. 15 each; the next 100 schools, Rs. 10 each; the last 100, Rs. 7 each. The examinations were held at eight centres, and 207 schools, aided and unaided, were examined. The total number of pupils examined was 1,309, of whom 731 competed for rewards and the rest for primary scholarships.

169. *Midnapore.*—Population, 2,545,000; primary grant, Rs. 24,000; expenditure therefrom, Rs. 22,933; of which Rs. 3,313 were spent on 56 lower vernacular schools. The total number of schools aided from the primary grant has decreased from 3,059 with 60,217 pupils to 2,919 with 55,571 pupils, while unaided schools have decreased from 553 with 8,151 pupils to 394 schools with 5,883 pupils. This shows a total loss from the returns of nearly 300 schools with 7,000 pupils. It would appear that the payment-by-results system has in this district reached the limits of the fixed allotment, and that the falling off in the number of schools is due to the withdrawal this year of the special extra grant of Rs. 3,000 sanctioned in 1877-78 as a temporary measure. The Magistrate is of opinion that the prevalence of fever and small-pox in the district has had a bad effect on the attendance of pupils at the pathsalas. The reward examinations were held at 122 sub-centres, and 17,521 boys and 297 girls presented themselves, against 18,746 boys and 276 girls in the previous year. The standard of examination has been somewhat raised, and 44 of the pathsalas now teach up to Charupath, Part I; 1,753 up to Bodhoday; 365 up to Sisusikhya; and 377 up to Barnaparichay, Parts I and II. The number of pathsalas in which no school books are used has fallen from 558 to 318, clearly an important advance. Out of the 122 educational sub-circles, 25 are said to be considerably more advanced than the rest. The average amount of rewards earned in these has been Rs. 224, Rs. 227, and Rs. 184 for the last three years; while the average amount of the other sub-circles was Rs. 114, Rs. 118, and Rs. 117 in the same period.

170. *Hooghly.*—Population, 757,000; primary grant, Rs. 5,559; expenditure therefrom, Rs. 5,368; of which Rs. 1,034 have been spent on 18 lower vernacular schools. The total number of schools aided from the primary grant has increased from 305 with 7,709 pupils to 338 with 8,479 pupils. Unaided primaries are returned as 50. No material change has been made in the simplified form of the payment-by-results system introduced by Mr. Pellew and described in my last report. The only alteration has been that the rates of rewards have been reduced. Passed candidates being placed in two divisions, boys in the second division obtain rewards of 4 annas each instead of 8 annas, and their gurus of Re. 1-8 instead of Rs. 2. At the examination held in March last 3,967 pupils from 295 pathsalas were examined, and 291 gurus and 1,308 boys received rewards. The highest reward won by a guru was Rs. 29-8, and the lowest Re. 1-8.

171. *Howrah.*—Population, 731,000; primary grant, Rs. 3,441; expenditure therefrom, Rs. 2,752; of which Rs. 480 were spent on 1 middle and 6 lower vernacular schools. The total number of schools aided from the primary fund has increased from 56 with 2,086 pupils to 282 with 8,736 pupils. Unaided pathsalas are returned as 14. The great increase in aided pathsalas has been brought about by the introduction throughout the district of the Hooghly system of payment by results, slightly modified. The main point of difference is that in Howrah equal payments are not made, as in Hooghly, to all the different circles; but the grant is divided among the circles in proportion to the number of pathsalas in each which are expected to send up pupils for examination. The successful candidates are in this district arranged in three divisions; and the boys, according to the division in which they are placed, get one rupee, 8 annas, and 4 annas, and their gurus Rs. 3, Re. 1-8, and one rupee respectively. The gurus of stipendiary pathsalas get no reward. The reward examinations were held at 13 centres, and were attended by 1,519 boys from 333 pathsalas; 625 boys and 190 gurus obtained rewards.

172. RAJSHAHYE DIVISION.—The number of aided primaries has increased from 1,008 to 1,184. There are 101 lower and five middle vernacular schools. In the districts of Dinagepore and Rungpore stipends and rewards are

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combined; in the other five districts a system of stipends, often determined by classification, is maintained.

173. *Rajshahye.*—Population, 1,311,000; primary grant, Rs. 12,000; expenditure, Rs. 10,460; of which Rs. 1,074 were spent on 19 lower vernacular schools. The total number of schools aided from the primary grant has increased from 264 with 7,613 pupils to 270 with 7,627 pupils. Unaided primaries are 18. The system followed has been that of payment by classification, the stipends being Rs. 5, Rs. 4, Rs. 3, and Rs. 2-8 respectively, which are adjusted every half-year after inspection and examination. The circumstance which makes the plan of examination at centres a difficult measure in this district is the inundation of large tracts during a great part of the year. The Midnapore scheme, pure and simple, is to be introduced as an experiment into two or three thanas, where the waters subside early. The cost to Government for the education of each pupil has been Re. 1-4-5.

174. *Dinagepore.*—Population, 1,502,000; primary grant, Rs. 14,000; expenditure therefrom, Rs. 8,172; of which Rs. 337 have been expended on 8 lower vernacular schools. The total number of schools aided from the primary grant has increased from 284 with 6,346 pupils to 353 with 7,776 pupils. Unaided primaries are 45. Last year the experimental introduction into two Sub-Inspectors' circles of a system of payment by results was reported. This system has worked with fair success, and has been extended to the whole district. In addition to small stipends, rewards are given after quarterly examinations, the average monthly attendance of pupils being also considered; double rewards are given for girls. The Government expenditure has been about Re. 1-8 per pupil. The Magistrate thinks that the system is taking hold, as it is seen that a good teacher who has a large school and brings on his boys secures a fair reward from Government. The weak point of the system is the examination at local centres, since in this district intelligent and trustworthy residents at the centres are hardly to be met with, and the award of marks, and consequently of stipends, is left in the hands of the Sub-Inspector. The Inspector considers that the most satisfactory branch of education in Dinagepore is the primary.

175. *Bogra.*—Population, 689,000; primary grant, Rs. 3,000; expenditure, Rs. 2,521; of which Rs. 520 have been spent on 11 lower vernacular schools. The total number of schools aided from the primary grant has risen from 68 with 2,039 pupils to 73 with 1,947 pupils. Unaided primaries are 20. The decrease in the number of pupils is accounted for by the scarcity caused by floods in the eastern tracts. The grant is administered, as stated in last year's report, by a system of classification, the rewards to gurus of Rs. 2, Rs. 2-8, Rs. 3, and Rs. 4 a month varying according to the progress of the school as tested by the Deputy and Sub-Inspectors. There are no central examinations, and consequently no direct competition between the gurus.

176. *Rungpore.*—Population, 2,150,000; primary grant, Rs. 16,800; expenditure therefrom, Rs. 7,955; of which Rs. 729 have been spent on 19 lower vernacular schools. The total number of schools aided from the primary grant has risen from 230 with 5,306 pupils to 338 with 7,417 pupils. The system followed in the previous year was that of small fixed grants supplemented by rewards after quarterly examinations, partly conducted by resident sub-committees. The introduction of this system was said to have caused the large falling off in the number of schools and pupils, and it has now been considerably modified. New schools are no longer limited, as before, to the smallest rate of aid, and the consequence is an increase of over 100 schools and nearly 200 pupils. The pathsalas are distributed into classes, and the fixed stipends regulated accordingly.

177. *Pubna.*—Population, 1,212,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 7,023; of which Rs. 2,257 have been spent on five middle and 40 lower vernacular schools. The total number of schools aided from the primary grant has fallen from 189 with 5,928 pupils to 178 with 5,709 pupils. Unaided primaries number 72, against 53 last year and 16 in the year before. A system of payment by results is said to be under the consideration of the district committee. The pathsalas are divided into three classes, of which the lowest only does not teach printed books; and of this class there are only six. The Magistrate remarks that the number of pathsalas seems small when

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compared with the population of the district; but the mass of the people are concentrated along the eastern and southern borders, and fewer schools suffice. Still, if the present number were doubled, and advantageously situated, it would not be beyond the requirements of the district. It is, however, difficult to keep pathsalas alive in the tracts which lie outside the chief centres of population; and if the grant were doubled, probably the increase in schools would ultimately be confined to the neighbourhood of existing pathsalas. The Magistrate has visited many of the aided pathsalas, and found most of them in a very satisfactory state. The division of the boys into classes, and the general introduction of slates and books, are improvements of late years.

178. *Julpigoree.*—Population, 419,000; primary grant, Rs. 4,000; expenditure therefrom, Rs. 3,138; out of which Rs. 267 have been spent on four lower vernacular schools. The total number of schools aided from the primary grant has decreased from 70 to 68, but the number of pupils has risen from 1,246 to 1,328. The system of high fixed grants, as described in last year's report, has remained in force throughout the year; and the scheme of ranking and paying pathsalas according to efficiency and local disadvantages combined, which was under consideration last year, is reported as under consideration still. Out of 98 gurus 71 have passed either the normal school or the vernacular scholarship examination; but, in order to check any undue tendency to raise their pathsalas above the primary standard, a regular class for instruction in reading and writing on plantain and palm-leaves has been introduced into the course. The average income of a guru has risen from Rs. 76 to Rs. 83 a year. The cost to Government for each pupil was Re. 1-7-10.

179. *Darjeeling.*—Population, 95,000; primary grant, Rs. 1,200; expenditure therefrom, Rs. 1,070, all on primary schools. The number of schools thus aided has fallen from 19 with 402 pupils, to 18 with 325 pupils. Unaided primaries are three. The great demand for labour in the tea gardens has caused a great falling off in attendance at those schools, and five tea gardens and one village school were consequently closed. Mr. Macfarlane reports that the difficulty of keeping up pathsalas in the neighbourhood of a tea plantation is daily increasing. In the Terai there were 10 pathsalas with 166 pupils; seven of the ten received aid from the primary fund, and two from a local source called the Two Per Cent. Improvement Fund. In only two instances did the gurus receive any local income.

180. DACCA DIVISION.—The number of aided schools has increased from 1,054 to 1,625. There are 177 lower and 16 middle vernacular schools. The method of stipends is in force in every district; in Furreedpore and Mymensingh this is supplemented by rewards for keeping registers, &c., and in Backergunge by a system of payments after examination, which is also to be partially introduced into the Dacca district. The general character of the country is thought to place difficulties in the way of any thorough-going system of payment by results.

181. *Dacca.*—Population, 1,853,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 8,554; of which Rs. 1,190 have been spent on four middle and 23 lower vernacular schools. The total number of schools aided from the primary grant has risen from 215 with 6,997 pupils to 544 with 15,000 pupils. Unaided primaries are returned as 81, against 166 of last year. The large increase in the number of aided schools is accounted for by the orders authorising payment to all gurus who sent in returns, and the classing of their schools as aided. The number of unaided schools is said to be really much larger than the returns show; many pathsalas having refused to send in the statements, especially those of social position, on the ground that the information thus obtained would be applied to the purposes of taxation. At the close of the year no fresh stipends were granted to unaided pathsalas, as it was proposed to take advantage of the grants set free by the abolition of old pathsalas to find room for carrying out the centre and sub-centre examination system proposed by the Deputy Inspector.

182. *Furreedpore.*—Population, 1,512,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 7,592; of which Rs. 1,048 have been spent on 1 middle and 21 lower vernacular schools. The total number of schools aided from the primary grant has risen from 255 with 8,143 pupils to 263 with 8,829 pupils. Unaided primaries are 34. The aided primary schools are of two

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classes; (1) stipendiary schools, in which the gurus receive a fixed monthly grant, subject to reduction in case of an unfavorable report, and varying in amount from Rs. 5 to Rs. 2; (2) rewarded schools receiving 8 annas a month for keeping registers, and one rupee per annum for submitting returns. Both classes of gurus are entitled to rewards according to the result of the primary scholarship examination; a private pathsala getting a much larger reward than an aided one, and an aided pathsala with a small grant getting a larger reward than one more highly paid. Early in the beginning of the year the fixed monthly grants are subjected to a revision, the stipend being raised, reduced, or withdrawn according to circumstances in each case; but on the whole a saving is effected, so as to bring into the stipendiary class a larger number of pathsalas, generally chosen from the list of rewarded pathsalas. The Magistrate is of opinion that there are not in this district many indigenous pathsalas left undiscovered by the inspecting officers.

183. *Mymensingh.*—Population, 2,350,000; primary grant, Rs. 11,000; expenditure therefrom, Rs. 9,541; of which Rs. 1,425 have been spent on one middle and 30 lower vernacular schools. The total number of schools aided from the primary grant has increased from 263 with 7,615 pupils to 283 with 8,011 pupils. Unaided primaries are 49.

On the average, aided pathsalas have cost Government during the year a little over Rs. 32 each, against nearly Rs. 43 in the previous year. In order to prevent unaided pathsalas, started in the hope of receiving a grant, from dying away when they see that there are no funds with which to aid them, a certain portion of the allotment, saved by the withdrawal of grants from unsuccessful schools, is reserved for the bestowal of small rewards upon the more deserving of the unaided schools, which are thus brought within the circle of aid. The plan has yet, however, been carried out in only two sub-divisions out of five in the district.

184. *Backergunge.*—Population, 1,818,006; primary grant, Rs. 10,000; expenditure therefrom, Rs. 8,527; of which Rs. 2,890 have been spent on 7 middle and 64 lower vernacular schools. The total number of schools aided from the primary fund has risen from 250 with 8,635 pupils to 547 with 15,665 pupils. Unaided primaries are returned as 45, against 187 in the previous year. The large increase in the number of the aided, and the decrease in that of the unaided, pathsalas are due to the inclusion in the ranks of the former of all rewarded pathsalas hitherto returned as unaided. The method of administering the grant is a combination of payment by stipends and payment by results; the traditional description, "a network of khals," being again given of the district, which is consequently said to be unfitted for the Midnapore system. The stipends are divided into six grades, the highest of which, containing 20 pathsalas, is rated at Rs. 5 a month, and the lowest, with 40 pathsalas, at Rs. 2 a month. There are 250 stipends, of the average monthly value of Rs. 3-2. At the end of each tour of inspection the Sub-Inspectors make recommendations for promotion to a higher, or degradation to a lower grade, in the case of each pathsala that shows great progress or the reverse; and frequent changes are thus made. Competition is very keen, and whenever a guru conceives that he has been unjustly treated, the matter comes immediately to the notice of the Deputy Inspector, and an inquiry is made. That part of the system which involves payment by results is thus worked. For the purposes of examination the whole district is divided into 47 sub-circles, with a convenient sub-centre to each. The boys who pass the sub-centre examinations are admitted by pass certificates to compete at centre examinations, which are held at four centres in the district. Boys who pass at the centre examinations earn Rs. 3, Rs. 2, or Re. 1 for their guru, according to the division in which they are classed, and the ten scholarships allotted to the district are awarded on the result of these examinations. This system was introduced in 1877-78, and has been very successful, the number of competing schools having risen from 80 in 1876-77 to 243 in the year under report, and the number of successful candidates from 52 to 433.

185. *Tipperah.*—Population, 1,534,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 5,959; of which Rs. 1,143 were spent on 3 middle and 39 lower vernacular schools. The total number of schools aided from the primary fund has decreased from 355 with 9,277 pupils to 324 with 8,282

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pupils. Unaided primaries are returned as 435, being thus divided; pathsalas 112, tols 7, muktabs 316. The loss of 31 schools from the aided class is nearly equally divided between pathsalas and girls' schools, of the latter of which 58, are returned this year, against 72 last year. This decrease is due to retrenchments necessitated by the discovery that the primary allotment had been exceeded in former years. The Deputy Inspector accounts for the large number of unaided schools returned, which is exactly five times as great as the number given last year, by the introduction of the practice of giving rewards for returns. The amount thus offered was only 4 annas for each pathsala; and at this moderate rate 345 so-called 'unaided' pathsalas were brought for the first time into notice, and within the range of inspection. The system followed in the previous year has been otherwise unchanged, and no attempt has been made to introduce any scheme of payment after examination.

186. CHITTAGONG DIVISION.—The number of aided primaries has advanced from 229 to 387; there are 38 lower and one middle vernacular schools. In both districts the system of stipends is in force; the stipends being in Noakholly determined by classification after periodical examinations.

187. *Noakholly.*—Population, 714,000; primary grant, Rs. 5,000; expenditure therefrom, Rs. 4,469; of which Rs. 888 have been spent on 1 middle and 18 lower vernacular schools. The total number of schools aided from the primary grant has increased from 143 with 4,617 pupils to 169 with 5,167 pupils. Unaided primaries are 47.

The system of fixed stipends, altered from time to time according to the state of the school when inspected, has remained in vogue during the year. The Deputy Inspector remarks that this system requires close and constant inspection of a stricter nature than the present inspecting staff can give; but nothing is said about the introduction of any more comprehensive system of central examinations, where, with an economy of power, a great deal of work is done by a small staff.

188. *Chittagong.*—Population, 1,227,000; primary grant, Rs. 6,000; expenditure, Rs. 6,571; of which Rs. 1,132 have been spent on 20 lower vernacular schools. The total number of schools aided from the primary grant has increased from 142 with 5,715 pupils to 262 with 7,413 pupils; a change due, as in other districts, to the inclusion under the head 'aided' of all pathsalas that receive Government money in any shape. Unaided primaries are returned as six only.

The Magistrate has written an interesting memorandum on the state of elementary education in the district. He believes that an educational census (such as was actually taken five years ago by the then Deputy Inspector, Baboo Brajendra Kumar Guha,) would show that more persons know how to read and write in Chittagong than in almost any other district of Bengal of the same size and population. Mr. Cotton is of opinion that the reason why the primary education returns are not more satisfactory is to be found in the fact that the people—and especially the Mahomedans, who in this district are closely influenced by religious motives, and form the majority and the most influential part of the population of almost every village—do not care to send their children to our schools, through dislike to the secular character of the education offered therein. For every pathsala aided by Government, Mr. Cotton would say that there were in the district at least half a dozen private muktabs, in the houses of respectable villagers, in which the Koran is the chief, if not the only, subject taught; and he considers that our aim should be to improve these muktabs, and not to supplant them by pathsalas. He is of opinion that three out of four aided pathsalas in Chittagong are artificial institutions, where the Government grant is not, as it should be, supplementary to other sources of income, but is the mainstay of support. Mr. Cotton is anxious to save money by the abolition of four or five out of the seven Anglo-vernacular schools in the district, as well as of the model schools, which he considers unprofitable and superfluous institutions, and to apply the savings to the encouragement of Mahomedan education, the religious and exclusive character of the instruction being in all cases respected. Mr. Cotton's suggestions are in full accordance with the principle which is now held to govern all methods of primary instruction in Bengal. It is thought advisable neither, on the one hand, to offer aid to those

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indigenous schools whose course of instruction is not that which the Government chiefly desires to promote, unless they consent to some change in, or addition to, the course; nor, on the other, to impose upon the people a system and subjects of instruction which are unsuited or distasteful to them. But, accepting the indigenous schools of the country in the form in which they are, under the special conditions of the locality, most popular, the Bengal system endeavours, by the promise of Government support, to introduce into the traditional course of study certain subjects of instruction which will bring the school so aided into some relation, more or less close, with the general system of education in the province. That is to say, the old standards are retained in order to secure the popularity of the institution, while new standards are added in order to liberalise to some extent the course of study. The object thus being to encourage natural and spontaneous movement, it follows that, if in any locality the existing systems of instruction have a religious basis, the religious element should be recognised and supported. Unless education in the primary schools of Chittagong be established on such a basis, it may well be true, as Mr. Cotton urges, that we shall never attract the bulk of Mahomedan children to our schools. Government aid will be amply justified if a certain amount of secular instruction—arithmetic, or the Bengali language, or both—is added to the course; and it may be confidently assumed that such subjects, once introduced, have a tendency to extend rather than to narrow their limits.

The kyoungs, which number 28, are regularly examined by two standards of language and arithmetic, corresponding to the two classes into which the kyoung pupils are divided. Twenty-four of these schools succeeded in passing candidates at the examination, and 82 candidates out of 388 examined were successful. The system of giving rewards to the Raolis is impeded in its working by the objection of the Raolis to take rewards for the discharge of what they consider a religious duty.

189. *Chittagong Hill Tracts.*—Population, 70,000; primary grant, Rs. 1,600; expenditure therefrom, Rs. 24. The number of primary schools returned is three only, against five last year. All three are kyoungs, the three pathsalas returned last year having ceased to exist for want of pupils. The number of kyoungs examined this year under the system described above was three, and seven pupils were rewarded, all passing by the lower standard. None of the pupils who in the preceding year passed by this standard were found competent to appear for the higher examination. The Deputy Inspector reports that it is chiefly through the valuable influence of Raoli Guna Miju, of Harbang, that he hopes to be able to introduce more system and regularity into the kyoung teaching. The Raoli's services have now been freely given for many years in aid of the extension of education among the kyoungs.

190. PATNA DIVISION.—The number of aided primaries has increased from 1,337 to 3,175. There are 205 lower and 25 middle vernacular schools. The large increase of schools and pupils is due to the adoption of the 'chief-guru' system, devised by Baboo Bhoodeb Mookerjee, by the Magistrates of Patna, Shahabad, Sarun, and Chumparun. The number of unaided schools has also largely increased, owing to the extension of the system of registration in the districts of Gya and Mozufferpore. In Mozufferpore and Durbhunga there are said to be still large numbers of unaided schools which have not yet supplied the three annual returns required by the system. The chief-guru system, though formally adopted, is not pushed equally in all districts. In Patna and Sarun the Inspector remarks that the payments to gurus are not made with sufficient promptness. In Gya the Magistrate has dispensed with that important provision of the system under which the chief gurus inspect. In Shahabad and Chumparun the Magistrates are unwilling to risk the loss of good stipendiary schools, in promoting a system which is regarded as still experimental. Mozufferpore is in some respects behind the rest of the division.

191. *Patna.*—Population, 1,560,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 7,374; of which Rs. 2,089 have been spent on 9 middle and 37 lower vernacular schools. The total number of schools aided from the primary grant has risen from 241 with 7,730 pupils to 750 with 11,664 pupils. Unaided primaries are 739, against 540 returned last year. The large increase in both aided and unaided pathsalas is due to the inclusion, under the head

'aided,' of rewarded pathsalas to the number of 540, which received one rupee each for the submission of returns for the year 1877-78, and to many unaided pathsalas having brought themselves into notice in the hope of getting Government aid. The 'chief-guru' system has been introduced during the year. In this system the pathsalas of each sub-division are divided into circles comprising a group of pathsalas, with one more efficient than the rest at each centre under a stipendiary chief guru. The chief gurus have certain powers and duties in connection with the subordinate pathsalas within their circle, such as collecting returns, communicating orders with respect to examination-gatherings, and occasionally visiting the pathsalas in order to render assistance to the subordinate gurus and their pupils. Government grants have been withdrawn from many pathsalas surrounding the chief guru's pathsala, and the teachers are to receive, instead of monthly stipends, rewards according to merit at the year's end. The Magistrate has received many petitions from gurus thus deprived of their stipends, and he reserves his comments on the success or otherwise of the system until next year's report. The number of stipendiary pathsalas in the district is 210.

192. *Gya.*—Population, 1,950,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 9,106; of which Rs. 2,896 have been spent on 3 middle and 48 lower vernacular schools. The total number of schools aided from the primary grant has decreased from 243 with 6,250 pupils to 238 with 5,825 pupils. Unaided primaries are returned as 908, against 463 of the preceding year. Ten schools classed last year as primary have raised themselves to the lower vernacular class. The increase in unaided primaries is due to the gurus having voluntarily furnished returns in the hope of reward. The Magistrate is anxious to introduce the chief-guru and reward system; but he desires to do so without withdrawing aid from any of his stipendiary pathsalas. It is hardly possible to keep the old system intact while superadding to it any plan of payment by results. In order to make room for the new system, some portion of the old must disappear.

193. *Shahabad.*—Population, 1,724,000; primary grant, Rs. 9,000; expenditure therefrom, Rs. 8,496; of which Rs. 1,590 have been spent on 4 middle and 27 lower vernacular schools. The total number of schools aided from the primary fund has risen from 171 with 3,954 pupils to 706 with 9,966 pupils. Unaided primaries are 22. The increase in aided schools is due in this district also to some 500 hitherto unaided pathsalas having been this year rewarded and classed as aided. The chief-guru system was introduced in September, when the pathsalas were divided into 55 circles, over each of which an intelligent stipendiary guru was made chief. The Deputy Inspector states that one of the good effects of the introduction of this system has been to increase the number of primary scholarship candidates from 278 in 1877-78 to 634, and of successful candidates from 161 to 464. Printed Nagri and Kaithi books have been introduced into almost all the primary schools, the Kaithi books supplied by the Inspector having been distributed gratis and having proved very useful. The Magistrate considers that the attempts made to extend primary education are as yet purely experimental, and that all that can now be said is that a seemingly promising beginning has been made.

194. *Sarun.*—Population, 2,064,000; primary grant, Rs. 10,000; expenditure therefrom, Rs 8,022; of which Rs. 1,069 have been spent on one middle and 22 lower vernacular schools. The total number of schools aided from the primary grant has risen from 240 with 6,361 pupils to 664 with 11,196 pupils. Unaided primaries are 270. The increase in aided primaries is due to the same causes as in other districts of the division. The Deputy Inspector considers that the chief gurus have proved to be very useful in advancing primary education. There are 36 of them in the district; they close their pathsalas on Sundays and devote those days to inspection. The number of pathsalas presenting themselves for examination was 253 with 1,705 pupils, and among them 235 pathsalas with 148 pupils earned rewards.

195. *Chumparun.*—Population, 1,441,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 6,931; of which Rs. 1,294 were spent on 24 lower vernacular schools. The total number of schools aided from the primary fund has risen from 161 with 4,764 pupils to 551 with 6,283 pupils. No unaided primaries are returned, implying that all the schools which furnished returns

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are rewarded, and therefore classed as aided. There are 19 circles in the district, each with its chief guru. The average number of pupils to a pathsala appears from the above figures to be this year between 11 and 12, against nearly 30 last year; many of the additional schools are therefore of a very humble status. The sub-divisional officer in charge of Bettiah, Mr. Nugent, expresses a fear that the number of pupils returned for his sub-division has been much exaggerated. He has visited all except two or three pathsalas during the year, most of them after sending notice. On such occasions he generally found a large tail of boys collected, evidently for show merely, as they confessed to no more knowledge than the alphabet, if even so much. When he went without giving notice, he generally found neither master nor boys, sometimes only master or boys, very seldom both together.

196. *Mozufferpore.*—Population, 2,188,000; primary grant, Rs. 11,000; expenditure therefrom; Rs. 10,896; of which Rs. 1,804 have been spent on 3 middle and 31 lower vernacular schools. The total number of schools aided from the primary grant has decreased from 257 with 7,081 pupils to 230 with 6,226 pupils. Unaided primaries are 395 with 2,962 pupils, against one school returned last year with 23 pupils. The loss of 27 pathsalas from the list of 'aided' is due to the removal of that number from the stipendiary list on account of paucity of pupils. It is reported by the Sub-Inspectors, who collected the statistics of unaided schools, that there exist some 400 more indigenous pathsalas in the district, which may be induced next year to send in returns. The Magistrate remarks that primary education cannot be expected to make rapid strides in this district, in which the material condition of the mass of the people is so low, and that the utmost patience must be exercised in our educational dealings with the lower classes. Mr. Worsley also notices the want of text-books printed in the very neat form of Kaithi which is used by the putwaris of Mozufferpore, and which prevails generally in the district. The fact is, the written character of each district has its local peculiarities; and that in which our Kaithi text-books are printed for the pathsalas of Behar is a compromise, agreeing closely with none, but at the same time differing widely from none.

197. *Durbhunga.*—Population, 2,196,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 8,427; of which Rs. 880 have been spent on 5 middle and 16 lower vernacular schools. The total number of schools aided from the primary fund has increased from 231 to 273, while the number of pupils has increased by only 7, from 6,819 to 6,826. The attendance has therefore fallen off considerably since last year. Unaided primaries are returned as 33. The Deputy Inspector conjectures that there are in the district some 500 unaided schools, with about 5,000 pupils, which have not yet been brought within the range of inspection. The Inspector remarks that Durbhunga is occupied with an experiment of its own, but no details have reached me as to the character of the experiment.

198. BHAGULPORE DIVISION.—This division is distinguished above all others by an enormous increase in the number of aided primary schools, from 494 to 3,760, the Commissioner having cordially supported and co-operated with the Inspector in introducing the chief-guru system into every district. In Monghyr and Bhagulpore the results have been far in advance of the most sanguine anticipations, and in all districts the scheme is said to bear promise of good fruit. The number of lower vernacular schools in the division aided from the primary grant was 138; of middle vernacular, 18.

199. *Monghyr.*—Population, 1,813,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 8,860; of which Rs. 2,450 have been spent on 1 middle and 49 lower vernacular schools. The total number of schools aided from the primary grant has risen from 153 with 5,355 pupils to 1,464 with 18,235 pupils. No unaided primaries are returned, against 653 in the previous year. The chief-guru system has been in full operation throughout the year. Thirty chief gurus paid 4,552 visits to pathsalas, and the results are seen in the great addition made to the returns of aided primaries, and in the absolute disappearance of unaided schools. The Inspector reports that in this district the Magistrate personally presided at several examination centres, and he regards the results achieved as quite splendid. The Deputy Inspector of this district, Baboo Bhagwan Prasad, was the first to understand the scheme,

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and the first to work it out to large results. Mr. Magrath, the late Magistrate of Monghyr, assured the Inspector that the reported success of the district in primary education was in full accord with what he had himself seen, and that the results brought out "had passed from the realm of wonder to the world of fact." There is still, however, some ground for surprise at the large access to the numbers of candidates who passed the primary scholarship examination, 647 this year against 443 last year. The Inspector observes that it is evident to any casual visitor that there has been an actual increase of smartness under the close inspection and periodical mobilisation of the pathsalas under the new system; but he cannot quite account for the largely increased success of the primary pupils at the written examination, considering that the same village gurus still teach the pathsalas. He has not, however, been able to find that the questions set were easier, or the examiners less strict in marking than in other districts.

200. *Bhagulpore.*—Population, 1,826,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 9,038; of which Rs. 3,100 have been spent on 17 middle and 53 lower vernacular schools. The total number of schools aided from the primary fund has risen from 180 with 4,037 pupils to 1,303 with 13,877 pupils. Unaided primaries are returned as 0, against 494 in the previous year. The inclusion this year among the aided schools of the 494 pathsalas returned last year as unaided, and the addition of nearly 600 pathsalas which have in previous years furnished no returns, are what the chief-guru system has effected in this district. The Magistrate regards the achievements of the year as excellent, and they are said to reflect great credit on Moulvi Elahi Bux, the Deputy Inspector of the district. There are 34 chief gurus in the district, who between them paid 6,642 visits to pathsalas. The number of successful candidates at the primary scholarship examination was 193, nearly treble the number of last year. As in the case of Bhagulpore, and also in that of Maldah, the Inspector regards these results as being far less explicable than the mere increase in the number of schools and pupils; but the questions were of the usual order of difficulty, and there is no ground whatever for questioning the fairness of the examiners.

201. *Purneah.*—Population, 1,715,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 5,766; of which Rs. 1,032 have been spent on 20 lower vernacular schools. The total number of schools aided from the primary grant has increased from 159 with 4,409 pupils to 486 with 7,463 pupils. There are no unaided primaries; the 197 returned last year having been brought into the aided class. The Inspector remarks that Mr. Hopkins, who has recently introduced the chief-guru system in his district in full force, is of opinion that "the results show a successful issue already." There are 36 chief gurus in the district, who paid nearly 32 visits of inspection each during the year. The number of competing candidates at the primary scholarship examination has risen from 211 to 270, and of successful candidates from 161 to 226.

202. *Maldah.*—Population, 676,000; primary grant, Rs. 4,000; expenditure therefrom, Rs. 2,042; of which Rs. 584 have been spent on 16 lower vernacular schools. The total number of schools aided from the primary grant has increased from 43 with 1,215 pupils to 147 with 2,862 pupils. Unaided primaries are two, the 120 returned under this heading in last year's report having been aided under the chief-guru system. There are 20 chief gurus in the district, who paid altogether 347 visits of inspection. The operation of the system is said by the Inspector to have been impeded by the prevalence of epidemics in the district. There was a decline from 25 to 20 in the number of schools that sent up candidates to the primary scholarship examination, while the number of candidates that appeared and of those that were successful remained much the same.

203. *Sonthal Pergunnahs.*—Population, 2,259,000; primary grant, Rs. 7,000; expenditure therefrom, Rs. 6,762. There are no primary fund vernacular schools, middle or lower, in the district. The number of aided pathsalas has risen from 141 with 4,050 pupils to 524 with 7,673 pupils. Unaided primaries are returned as 1 against 409 of last year, the change being the effect of the working of the chief-guru system. The number of candidates at the primary scholarship examination has increased from 140 to 221, and the number of successful candidates from 96 to 139. Mr. Oldham, the Deputy Commissioner,

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observes that, being new to the district, the only remark he can make on the state of education is that it affects the Sonthal and Paharia population to an almost inappreciable degree, only six Sonthal boys having appeared at the examination.

204. CHOTA NAGPORE DIVISION.—The number of aided schools has advanced from 649 to 775: there are 44 lower vernacular schools. In all districts the system of fixed stipends prevails; but in each, that of rewards after examination has been in some small degree superadded. I may be permitted to repeat a remark made in my last report on the subject of introducing the system of payment-by-results into those parts of the country in which the margin of indigenous schools outside the circle of aid is small. "This system finds its most congenial field of operation wherever indigenous schools abound. Where, on the contrary, the only schools are those which the primary grant has called into existence, the advantages of that system are chiefly confined to the introduction of the principle of competition. Competition, again, while it strengthens the schools that are already strong, has an opposite effect on those which are weak, and which on that account demand our special care."

205. *Hazaribagh.*—Population, 772,000; primary grant, Rs. 7,000; expenditure therefrom, Rs. 5,639; of which Rs. 432 have been spent on nine lower vernacular schools. The total number of schools aided from the primary grant has increased from 163 with 3,536 pupils to 174 with 3,697 pupils. Of these, 137 are stipendiary pathsalas with a monthly grant of Rs. 461. The rest have earned rewards after examination. Unaided pathsalas are returned as 59. The system of payment-by-results, noticed in the last year's report, is said to have worked well during the year. The examination for rewards was held at 42 sub-centres, and 521 boys were examined both from stipendiary schools and from others. The amount of rewards earned by 126 teachers was Rs. 273, and by 137 boys Rs. 42. Besides the schools formally returned as above, the Deputy-Inspector mentions the existence of 114 indigenous pathsalas with nearly 1,000 pupils. The Assistant Inspector believes that this number in no way represents the actual spread of indigenous instruction; and the Deputy Commissioner has agreed to take a complete census of unaided schools, with a view to introducing the Midnapore system. Colonel Boddam is of opinion that the prospects of the reward system in the district are very good, and hopes that in a few years the fixed-stipend plan of payment will be entirely superseded.

206. *Lohardugga.*—Population, 1,237,000; primary grant, Rs. 10,000; expenditure therefrom, Rs. 8,016; of which Rs. 432 have been spent on nine lower vernacular schools. The total number of schools aided from the primary grant has increased from 190 with 4,933 pupils to 213 with 6,735 pupils. Unaided primaries are 54; twelve of the aided schools are under the Anglican mission. The monthly stipends were paid according to the average attendance of the pupils, attendance being determined solely by the registers which the gurus themselves kept. Besides stipends, 60 money prizes to the value of Rs. 530 were to be given at the end of the year to the gurus whose pathsalas were most successful at the primary scholarship examination; and three prizes of 12 annas, 8 annas, and 4 annas respectively were to be given in each pathsala to the pupils whose regularity and progress were most satisfactory. The District Committee have now modified the form of payment by attendance, and schools will for the future be judged and rewarded by the results of the periodical examinations held by Deputy Inspectors, as well as by those held annually.

207. *Manbhoom.*—Population, 996,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 7,461; of which Rs. 933 have been spent on 16 lower vernacular schools. The total number of schools aided from the primary grant has increased from 293 with 7,309 pupils to 380 with 8,621 pupils. Unaided primaries are seven, against 72 in the last report. Of the aided pathsalas 134 were stipendiaries, 181 were schools whose teachers and pupils received rewards on the results of a general examination, and 49 were rewarded pathsalas receiving one rupee each for submission of returns. The Deputy Inspector estimates that there are some 30 pathsalas, with 450 pupils, not as yet included in the returns. The Assistant Inspector thinks it likely that, as the system of payment-by-results has already gained some footing in the district, that of fixed grants will gradually disappear.

208. *Singbhoom.*—Population, 318,000; primary grant, Rs. 8,000; expenditure therefrom, Rs. 2,880; of which Rs. 321 were spent on 10 lower vernacular schools. The total number of schools aided from the primary grant has increased from 47 with 2,075 pupils to 55 with 2,411 pupils. Unaided primaries are returned as four. The 45 aided primaries are divided into two classes, 35 old and 10 new. Almost all the old pathsalas had been in receipt of stipends of Rs. 5 a month; but these were reduced during the year to Rs. 3 or Rs. 3-8, and the savings thus effected were applied to rewarding the most successful gurus every half-year. The 10 new pathsalas had no stipends granted them, but were rewarded once a quarter. The Assistant Inspector remarks that the payment-by-results system will not suit Singbhoom, where the margin between the inner and outer circles is extremely small. The gurus of the 10 new pathsalas are said to have had no income from local sources, and to have received on the average only Rs. 2 from Government.

209. ORISSA DIVISION.—The success of the system of payment-by-results, which had been introduced into two out of the three districts of the division, was last year questioned by the Joint-Inspector and the Magistrate of Balasore. Quality appeared to have been sacrificed to quantity. The experience of another year seems to have dissipated all doubts, and the system is pronounced a triumphant success. It is to be introduced into the remaining district of Pooree during the current financial year. The number of aided schools in the division has increased from 4,316 to 4,528, the limits of expansion having been nearly reached. There are 111 lower vernacular schools, which form an integral portion of the system.

210. *Cuttack.*—Population, 1,623,000; primary grant, Rs. 13,000, a special addition of Rs. 2,000 having been made to the district grant for the year, in order to provide for the great and unexpected increase in the number of pupils claiming the higher rate of reward. The expenditure was Rs. 11,773, of which Rs. 1,450 have been spent on 40 lower vernacular schools. The total number of schools aided from the primary grant has increased from 2,641 to 2,657, while the pupils have decreased from 29,265 to 26,548. Unaided primaries are returned as 308; in the preceding year there were none. The Joint-Inspector considers that the falling off in the number of pupils is due to the returns having been this year collected by the teachers of lower vernacular schools, who went round the pathsalas of their respective circles and assisted the abadhans in filling up the returns. This, he considers, is a plan far more likely to procure accuracy than the course, followed in the previous year, of leaving the abadhans to submit their own returns to the Sub-Inspectors at the nearest police outpost. The chief special measures carried out during the year under report have been the appointment of five inspecting gurus on a salary of Rs. 10 a month each, to teach abadhans in selected areas; the utilization of the services of the lower and some of the middle school teachers in inspecting pathsalas situated near them; and the distribution of printed books among selected schools. The system of payment-by-results is thought by the Joint-Inspector to have passed beyond the experimental stage. Although he was not at the outset very sanguine of the success of the scheme when first introduced by himself in Balasore, all his doubts have now been removed; and he is convinced that within the next five or six years a very large percentage of the existing indigenous pathsalas will have raised themselves to the level of the most advanced pathsalas under the stipendiary system. The Magistrate remarks that in this district the pathsala system is indigenous, and that it flourishes with no assistance from Government to an extent which is hardly reached elsewhere even after very liberal expenditure. Mr. Nolan observes that in August 1877, before the plan of payment-by-results was introduced, there were 3,400 pathsalas in the district, of which only 230 received Government aid; and he urges that our object should be rather to improve and elevate the existing system than to increase the number of pupils. This end, he considers, has been gained, since the competition introduced by the reward system has diffused emulation and vigour throughout the primary schools of the district. As a proof of this, 343 pupils passed this year the primary scholarship examination, against 204 in the previous year. The system must be looked on as a complete success.

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The following table shows the results of the pass examination for two successive years:—

Year.	Number of competing pathsalas.	Number of schools from which candidates passed.	Number of pupils on the rolls of pathsalas.	Number of pupils who presented themselves for examination.	Number passed in reading and writing— Higher standard. Boys.	Higher standard. Girls.	Lower standard. Boys.	Lower standard. Girls.	Total.	Number passed in arithmetic— Higher standard. Boys.	Higher standard. Girls.	Lower standard. Boys.	Lower standard. Girls.	Total.	Number passed in zemindari and mahajani accounts. Boys.	Girls.
1877-78	2,650	2,528	27,904	14,102	502	4	6,433	44	6,983	408	1	3,850	12	4,271	240	1
1878-79	2,695	2,659	26,359	14,036	2,200	14	6,567	42	8,823	1,438	...	4,960	25	6,423	363	......

The noticeable fact is the increase in the number passing by the higher standard.

211. *Balasore.*—Population, 770,000; primary grant, Rs. 7,000; expenditure therefrom, Rs. 6,165; of which Rs. 2,358 have been spent on 43 lower vernacular schools. The total number of schools aided from the primary grant has increased from 1,500 with 19,771 pupils to 1,504 with 21,946 pupils. Unaided primaries are returned as 257, against none last year. A great improvement in the accuracy of the returns has been made by the appointment of inspecting abadhans, who have been also useful in inducing teachers from various parts of the district to go for training to the normal school, in introducing printed books, and in assisting the Sub-Inspectors at the time of the pass and primary examinations. The appointment of these inspecting abadhans is the only innovation on the system of payment-by-results described in the last report as in vogue in this district. There appeared at the reward examination 10,379 pupils from 1,454 pathsalas, and 6,270 pupils obtained rewards for their teachers aggregating Rs. 4,382. The Magistrate observes that it is yet too early to pronounce decisively on the effects of the newly-formed abadhan agency, but that it is reasonable to anticipate very valuable results from an arrangement by which, so to speak, even the most secluded and insignificant hamlet is brought educationally into relations with the outer world, and the most old-fashioned abadhan is made aware that he is no longer too obscure for criticism. The following figures show the results of the pass examination for two years:—

Year.	Number of competing pathsalas.	Number of schools from which candidates passed.	Number of pupils on the rolls of pathsalas.	Number of pupils who presented themselves for examination.	Number passed in— Higher standard. Boys.	Higher standard. Girls.	Lower standard. Boys.	Lower standard. Girls.	Total number of boys and girls passed in the higher and lower standards.
1877-78	1,602	1,502	21,143	12,763	1,601	14	5,268	158	7,041
1878-79	1,454	1,445	18,430	10,378	1,244	13	4,834	170	6,270

212. *Pooree.*—Population 770,000; primary grant, Rs. 7,000; expenditure therefrom, Rs. 6,903; of which Rs. 1,133 have been spent on 28 lower vernacular schools. The total number of schools aided from the primary fund has increased from 262 with 4,503 pupils to 479 with 6,623 pupils. Unaided primaries are returned as 1,016. The stipendiary system was in force throughout the district, but Rs. 81 were spent on 160 pathsalas as rewards for furnishing returns. The large increase in the number of unaided pathsalas is probably due to the returns having been more accurately collected through the instrumentality of the teachers of stipendiary schools. Of the aided pathsalas 118 have reached the primary scholarship standard, and of the rest 57 are in a fair way to attain it. The Magistrate has taken steps during the year to introduce the payment-by-results system in the chief sub division. It was thought necessary to keep up 25 stipendiary pathsalas to serve as models, but from all the others stipends have been withdrawn. Thirteen centres of examination have been chosen, and there will be two examinations yearly, the first being for a pass. Four annas will be given to each successful candidate at the

pass examination, and 1½ annas to his abadhan. In the Khoorda sub-division, a hilly and woodland region, there is no general desire for education and no indigenous system. Stipendiary pathsalas will therefore be retained; all have been hutted, and have received printed books.

213. *Orissa Tributary Mehals.*—The education in these mehals, being mainly primary, is treated of in this place as in last year's report. An increase of 172 schools and of 1,641 pupils is returned, the figures being now 287 schools with 4,689 pupils, against 115 schools with 3,048 pupils in the year before. Two Sub-Inspectors were appointed in September 1878. The circle of one comprises the estates of Bankee, Ungool, and Dhenkanal, and that of the other the tributary estates of Keonjhur and Mohurbhunj. The difficulty of travelling is very great, the routes being often impassable in the rains from the flooding of the mountain streams, and in the summer from the jungles catching fire. Nevertheless a good deal of inspection work was got through. There are two other Sub-Inspectors, one in charge of the Khond mehal schools, who is paid from the revenue received from the tax on spirit-shops, and the other appointed by the Dhenkanal School Committee to look after the subsidised pathsalas within that estate.

There is one middle English school; it is situated at Barripada, and is entirely supported by the Maharajah of Mohurbhunj. Improvements have been made in the teaching staff, and the number on the rolls has risen from 56 to 142. There are six middle vernacular schools, three of them being Government schools, and the others entirely supported by the Rajahs. The aggregate number of pupils in the six schools was 262. Six schools of this class were abolished during the year, under the scheme for the reorganization of the Bankee and Ungool schools, which has been the subject of special orders of Government. For the middle vernacular scholarship examination three schools sent up six candidates, of whom four were successful.

There were 42 lower vernacular schools at work during the year; a gain of one school. Of these five were Government, seven aided, and the remaining 30 unaided. The number of pupils was 1,334. In the Khond mehals five new schools were established from the voluntarily-imposed grog-tax. No examination has as yet been held by the lower vernacular scholarship standard, but text-books have been introduced into the schools, and the standard is being taught in many of them.

The primary schools are of three classes, numbering altogether 237, viz. 75 grant-in-aid, 15 primary grant, and 147 unaided. The total cost to Government was Rs. 1,068, and the amount contributed from other sources Rs. 10,787. The number of pupils was 2,926. The 75 grant-in-aid primaries have been opened under the scheme for reorganizing the Ungool and Bankee schools. This scheme provides for the training of abadhans in the Cuttack normal school, and for giving a retaining fee to successful gurus; and money is set apart for a plan of payment-by-results and for the purchase of school books and prizes. The 15 primary grant pathsalas have been under the supervision of the Rev. Mr. Phillips, and are reported as being in a satisfactory condition. The attendance was 247, against 222 last year, the pupils being mostly Sonthals, and only three of the number are returned as 'unable to read and write.' Mr. Phillips has lately retired from the mission through ill health, and the well-earned thanks of Government have been accorded to him for his self-denying labours in the cause of education extending over 35 years. The schools under his charge have been made over to the Maharajah of Mohurbhunj.

Almost all the Keonjhur schools are situated in pergunnahs inhabited by Bhuiyas. The school-houses are surrounded by lines of small huts for the use of school-masters and pupils who have come from a distance. The Maharajah takes a keen interest in the schools, and endeavours by all means to secure full attendance. In Mohurbhunj the pathsalas established by the Maharajah are mostly attended by Uriyas. In order to make the teachers work properly, a rupee is deducted every month from the pay of each, and from the accumulated sum annual payments are made to those only who show good results. No primary scholarship examination has yet been held, but the schools are gradually working up to that standard. There were 47 girls attending the lower vernacular and primary schools, there being no girls' school in the mehals.

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The Superintendent considers the abolition of some of the middle and lower class schools a step in the right direction, but is not quite sure that a payment-by-results system will succeed. Mr. Smith thinks that more inspection than is at present possible is required, and proposes to reduce the normal school course from one year to six months, and to employ the money saved from stipends in the appointment of inspecting pundits. On the whole, he considers that education in these wild tracts is making sound, if slow, progress.

214. PRIMARY SCHOLARSHIP EXAMINATION.—The following table shows the result of the primary scholarship examination. The subjects of this examination for Bengal proper are (1) handwriting, MS. reading, reading and explanation of Bodhoday; (2) the four rules of arithmetic, simple and compound, and the rules of Subhankar; (3) bazar and zemindari accounts and simple mensuration.

Primary Scholarship Examination, 1878-79.

COMMISSIONERS' DIVISIONS.	Number of schools which sent competing candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in the—				Number scholarships gained.
	Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	...	484	42	526	...	265	12	277	1,305	211	114	131	456	49
Burdwan	...	1,253	4	1,257	...	584	......	584	3,904	276	357	448	(a)1,185	63
Rajshahye	...	360	17	377	...	161	3	164	957	97	53	151	301	63
Dacca	3	723	9	735	1	508	6	515	2,137	308	441	266	1,015	56
Chittagong	...	151	4	155	...	122	2	124	453	130	117	13	260	13
Patna	...	929	177	1,106	...	824	168	992	3,747	1,052	830	563	2,445	68
Bhagulpore ...	...	1,110	......	1,110	...	673	......	673	2,478	377	411	304	(b)1,231	39
Chota Nagpore ...	...	270	......	270	...	198	......	198	587	107	152	93	352	30
Orissa	1	515	1	517	1	412	1	414	1,342	......	......	......	(c)720	32
Total ...	4	5,795	254	6,053	2	3,747	192	3,941	16,910	2,558	2,475	1,969	7,965	413

(a) 104 passed candidates were not classified.
(b) 139 ditto ditto.
(c) 720 ditto ditto.

215. In the previous year 12,985 pupils competed from 4,474 schools, and 5,647 passed from 2,996 schools. There is therefore an increase of 1,579 competing schools with 3,925 pupils, and of 945 successful schools with 2,318 pupils. The bulk of the increase is found in the divisions of Patna and Bhagulpore, the former contributing 1,055 and the latter 430 additional candidates passing the examination. In every division there is an increase except in that of Rajshahye, in which the number of successful candidates has declined from 503 to 301. The failures were mostly in the districts of Dinagepore, Julpigoree, and Rajshahye, in the last of which, it is said, that "the certificates being of no value," only those go up for examination who have a reasonable chance of a scholarship. It was never supposed or intended that primary scholarship certificates should be a passport to employment; but the conditions of aid might well be so arranged that a guru would find his advantage in passing as many boys as possible by the test, the importance of which is that it affords a most valuable indication of the progress of primary schools towards their legitimate standard.

216. The general advance in the standard of primary instruction is also shown by the progress returns. In 1877-78 the proportion of pupils in the higher stage of the primary section (*i.e.*, those who can read, write, and understand easy sentences in their mother tongue) was 34·4 per cent., and in the lower sections 64·5 per cent; in 1878-79 the percentage in the higher sections was 37·1; in the lower 61·7.

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217. The social position of those who won the primary scholarships is shown below:—

Social Position of Primary Scholars, 1878-79.

	Upper classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus ... Brahmans and Rajpoots ...	1	3	27	15	1	8	31	3	...	...	3	92
Hindus ... Kayasths and Baidyas ...	......	9	14	4	...	37	32	6	1	1	3	107
Hindus ... Lower castes	......	1	10	3	8	16	61	21	12	6	5	143
Mahomedans	......	...	12	1	...	8	31	3	1	2	...	58
Christians	......	...	...	...	...	...	4	...	...	...	...	4
Others	......	...	2	1	...	...	6	...	...	...	...	9
Total ...	1	13	65	24	9	69	165	33	14	9	11	413

Of 413 scholarships offered to competition among 530,000 pupils, 111 are held by boys of the middle classes and 301 by boys of the lower. That is to say, the lower classes, who form 86 per cent. of the pupils in primary schools, held 73 per cent. of the scholarships. These scholarships are intended for the picked boys of primary schools, so as to give them the opportunity of rising to whatever position their natural capacity may fit them for. It is very satisfactory to find that so large a proportion of the scholarships are won by the classes for whose benefit they were established.

218. The orders of Government prescribing the divisions of the educational report assign no place to the education of Europeans and Eurasians, or to the education of females. They may be conveniently introduced at the close of this section.

EDUCATION OF EUROPEANS AND EURASIANS.

219. EDUCATION OF EUROPEANS AND EURASIANS.—The table below shows the statistics for the last two years of such schools for the general education of Europeans and Eurasians as sent in complete returns:—

Class of Schools.	Number of schools.		Number of pupils.	
	1877-78.	1878-79.	1877-78.	1878-79.
Aided schools for boys	8	8	1,637	1,617
Ditto ditto for girls	9	10	950	1,076
Ditto mixed schools	18	18	786	892
Ditto normal schools	1	1	16	9
Unaided schools for boys	3	4	492	555
Ditto ditto for girls	2	2	160	106
Ditto mixed schools	7	3	514	292
Total ...	48	46	4,555	4,547

Three unaided schools, which last year furnished returns, have now omitted to do so; and one aided school at Arrah has been closed owing to circumstances mentioned below. On the other hand, two newly aided schools in Calcutta are now included for the first time.

220. The two Scottish orphanages, which have been by mistake included among schools for Europeans and Eurasians in the general summary, are excluded from the figures shown above, since the 39 pupils studying in them on the 31st March last were all Native Christians. The Church Mission Normal School for Eurasian mistresses, which has been included among schools for special instruction, is added here to complete the list. The total cost of the 37 aided schools was Rs. 2,44,821, of which Rs. 58,652 were contributed by Government.

EDUCATION OF EUROPEANS AND EURASIANS.

221. CALCUTTA.—Full returns were received from 28 schools with 3,735 pupils, against 30 schools with 3,790 pupils in the preceding year. Of these 28 schools 10 were for boys, 12, including the Church Mission Normal School, for girls, and six were mixed. Of the 3,735 pupils, 2,274 were boys and 1,461 were girls.

222. Of the 10 boys' schools, seven were aided and three unaided. The number of pupils in the seven aided schools has decreased from 1,590 to 1,553, of whom 1,429 were Christians, 72 Hindus, 22 Mahomedans, and 30 "others." Classified according to social position, 22 were from the upper classes of society, 1,071 from the middle, and 460 from the lower classes. The progress returns give 210 in the upper stage, 633 in the middle, 471 in the upper section of the primary stage, and 239 in the lower section. The expenditure on these schools was Rs. 1,17,743, of which Rs. 18,574 was paid by Government and Rs. 99,169 supplied from private funds. The cost of each pupil to Government was Rs. 14. The Hindu, Mahomedan, and "other" pupils were for the most part in the Benevolent Institution, St. Chrysostom's School, St. Joseph's School, and the Doveton College; and the 22 pupils from the upper classes were all in the Doveton College. The Doveton College, the Free School, St. James', St. Joseph's, and St. Chrysostom's Schools, send up pupils from their highest classes to the Entrance examination, and are therefore ranked as higher schools. The Benevolent Institution, though it last year sent up one candidate to the Entrance examination, is classed as a middle English school, and the Cathedral Orphanage as a lower English school.

The pupils in the three unaided boys' schools, St. Xavier's, the Armenian Philanthropic Academy, and the American Mission School, have risen from 492 in the preceding year to 507, of whom 440 were Christians, 29 Hindus, 10 Mahomedans, and 28 "others." According to social position, 95 were from the upper classes of society, 395 from the middle, and 17 from the lower classes. The progress returns give 88 in the upper stage, 282 in the middle, 132 in the upper section of the primary stage, and five in the lower section. The Hindus, Mahomedans, and "others," were in St. Xavier's College only, and the 95 pupils from the upper classes also belonged to the same institution. The St. Xavier's and the Armenian Philanthropic Academy teach up to the Entrance standard, and the American Mission School is classed as a middle English school.

223. Of the 12 girls' schools, 10 were aided and two unaided. In the 10 aided schools there were 1,054 pupils, of whom 976 were Christians, 1 Mahomedan, and 77 "others." Of these pupils, 22 were boys. Classified according to social position, 525 were from the middle classes and 529 from the lower. The progress returns show 24 in the upper stage, 360 in the middle, 425 in the upper section of the primary stage, and 245 in the lower section. The expenditure on these schools was Rs. 67,978; the total cost to Government was Rs. 18,920; and the cost per pupil Rs. 25-8-0. The pupils returned as "others" were 74 Jews in the Christian Jewish Training School, and 3 Parsees in Mrs. Powell's. The two unaided schools which furnished complete statistics were the Loretto House and La Martinière for girls. They had 136 and 88 pupils respectively, making a total of 224 pupils, of whom 221 were Christians, two Hindus, and one Jew; 26 were from the upper classes, 118 from the middle, and 80 from the lower; 36 were in the upper stage of progress, 108 in the middle, 65 in the upper section of the primary stage, and 15 in the lower section. The aided schools for girls are the Church Mission Normal School, the Free School for girls, the European Female Orphan Asylum, the Bow Bazar Loretto, the Entally Loretto, the Christian Jewish Training School, the Old Church Parochial Home, the Calcutta Girls' School, the Benevolent Institution for girls, and Mrs. Powell's School.

224. The mixed schools from which returns were received were all aided. No unaided school furnished complete returns this year. The number of aided schools has risen from five to six by the addition of St. Mary's School, and the number of pupils from 323 to 397, of whom 179 were boys and 218 girls, all Christians except four. According to social position, 227 were from the middle classes and 170 from the lower; 21 were in the upper stage of progress, 176 in the middle, 92 in the upper section of the primary stage, and 108 in the

lower section. The expenditure was Rs. 12,220, the total cost to Government Rs. 3,838, and the cost per pupil Rs. 14.

The six mixed schools are thus classified:—

School	Class
1. St. Stephen's	Middle English school.
2. Old Church Day	
3. St. Mary's	
4. St. John's	Lower " "
5. St. Paul's	
6. St. Saviour's	

225. Besides these 28 schools there are some 1h other schools for Europeans and Eurasians, more or less known to the department, from which incomplete or no returns were obtained. They are as follows:—

Schools furnishing incomplete returns.	Schools furnishing no returns.
1. La Martinière for boys.	1 & 2. Regimental schools at the fort.
2. Pratt Memorial Girls'.	3. Mr. Ardwise's Seminary.
3. Infant Preparatory.	4. Doveton Institution for young ladies.
4. Miss Moran's.	5. Young Ladies' Seminary.
5. Mrs. Stark's.	6. Mrs. English's.
	7. Mr. Ridley's.

Some schools noticed in the last report have ceased to exist during the year under review. They are—

1. Murgihatta Loretto.	4. Mrs. Barbain's.
2. Mr. Salo's institution.	5. " Waters's.
3. Mrs. Whelan's.	

226. The success of the higher English schools at the last Entrance examination is shown in the following table:—

Name of School.	Number of candidates.		Passed in the								Scholarships.	
			First division.		Second division.		Third division.		Total.			
	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.
St. Xavier's	25	20	4	...	4	7	1	2	9	9	2	...
Doveton	13	13	7	3	2	3	2	...	11	6	4	1
La Martinière	9	6	2	3	2	3	...	...	4	6	...	...
St. James'	7	6	1	...	...	...	1	3	2	3	...	...
Armenian Philanthropic Academy ...	4	4	1	1	1	2	1	...	3	3	1	...
Free School	3	3	...	...	2	1	...	1	2	2	...	...
St. Joseph's	4	6	1	...	..	2	...	...	1	2	...	...
St. Chrysostom's	4	3	...	...	...	...	...	1	...	1	...	...
Benevolent Institution for boys	...	1	...	...	...	...	...	...	...	...	...	...
Total ...	69	6[illegible]	10	7	11	18	5	7	32	32	7	1

227. The next table shows the social position of the pupils at the various schools, so far as I have been able to ascertain it. Though these schools are established primarily for the education of children of European and Eurasian parents, it will be seen that in some of them there are children of other than European and Eurasian origin. Of the 75 pupils in the Christian Jewish training school, 74 were Jews of other than European origin, and one was a Mahomedan. English is the language of the school.

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Social position of the Pupils of European and Eurasian Schools in Calcutta for 1878-79.

Number.	Name of School.	Total number of pupils.	Upper classes of society.	Middle Classes of Society.					Lower Classes of Society.							Remarks.
				Government service.	Estates.	Profession.	Trade.	Total.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	Total.	
	Aided under the Minute of February 1875.															
1	St. John's	57(*a*)	...	26	...	8	6	40	2	...	5	7	...	3	17	(*a*) 3 Jews.
2	St. Paul's	85	...	5	...	1	18	24	2	...	3	...	...	56	61	
3	St. Saviour's	16	...	1	...	...	...	1	...	...	...	1	1	13	15	
4	St. Stephen's	68	...	48	2	13	...	63	...	...	...	...	...	...	...	
5	Cathedral Male Orphanage ...	227	...	10	4	...	10	24	9	...	7	...	...	187	203	
6	St. Joseph's	405(*b*)	...	182	48	54	5	289	116	...	...	...	...	...	116	(*b*) 3 Hindus, 6 Mahomedans, and 1 Parsee.
7	St. Chrysostom's	103(*c*)	...	9	...	8	11	28	10	...	15	8	34	8	75	(*c*) 31 Hindus and 6 Mahomedans.
8	Bow Bazar Loretto	300	...	96	1	15	49	161	50	...	50	18	...	21	139	
9	Christian Jewish	75(*d*)	...	...	...	...	37	37	...	...	15	...	...	23	38	(*d*) 74 Jews and 1 Mahomedan.
10	Old Church Day	118(*e*)	...	60	1	3	1	65	...	...	...	...	...	53	53	(*e*) 1 Jew.
11	Doveton College	296(*f*)	22	88	24	21	133	266	...	...	...	...	...	8	8	(*f*) 6 Hindus, 5 Mahomedans, and 19 "others."
12	Benevolent Institution for boys	140(*g*)	...	...	1	49	32	82	3	...	8	...	7	40	58	(*g*) 32 Hindus, 5 Mahomedans, and 10 "others."
13	Ditto ditto for girls	109	...	5	2	46	10	63	1	...	...	...	...	45	46	
14	Old Church Parochial Home ...	24	...	...	...	...	...	...	1	...	...	...	...	23	24	
15	Mrs. Powell's	35(*h*)	...	5	...	4	6	15	5	...	15	...	...	...	20	(*h*) 3 Parsees.
16	St. Mary's	58	...	29	...	...	5	34	...	...	...	...	...	24	24	
	Total ...	2,111	22	564	83	222	323	1,192	199	...	118	34	42	504	897	206 non-Christians.
	Other Aided Schools.															
1	St. James'	137	...	75	4	35	23	137	...	...	...	...	...	...	...	
2	Church Mission Normal ...	9	...	...	...	9	...	9	...	...	...	...	...	...	...	
3	Entally Loretto	220	...	5	...	30	20	55	49	...	29	7	...	80	165	
4	Free School for boys	245	...	133	...	74	38	245	...	...	...	...	...	...	...	
5	Ditto for girls	133	...	34	...	41	13	88	...	...	...	.	...	45	45	
6	European Female Orphan Asylum.	52	...	...	...	...	...	...	...	...	...	...	...	52	52	
7	Calcutta Girls'	97	...	55	3	10	29	97	...	...	...	...	...	...	...	
	Total ...	893	...	302	7	190	123	631	49	...	29	7	...	177	262	
	Unaided Schools.															
1	St. Xavier's	420(*i*)	95	156	38	59	72	325	...	...	...	...	...	...	..	(*i*) 29 Hindus, 10 Mahomedans, and 28 "others."
2	Armenian Philanthropic Academy.	52	...	...	...	10	25	35	5	...	...	8	...	4	17	
3	American Mission School ...	35	...	9	...	7	19	35	...	..	...	...	...	...	...	
4	La Martinière for girls	88	...	...	...	8	...	8	...	2	...	...	...	78	80	
5	Loretto House	136(*j*)	26	81	16	4	9	110	...	...	...	...	...	..	...	(*j*) 2 Hindus and 1 Jew.
	Total ...	731(*k*)	121	246	54	88	125	513	5	2	..	8	...	82	97	(*k*) 70 non-Christians.
	Grand Total ...	3,735(*l*)	143	1,112	144	509	571	2,336	253	2	147	49	42	763	1,256	(*l*) 276 non-Christians.

SUMMARY—

Pupils belonging to the upper classes	... ...	143
" " " middle "	... ...	2,336
" " " lower "	... ...	1,256
	Total ...	3,735

Leaving out of consideration the unaided schools in the foregoing table, we find that the numbers of pupils in the three sections of society were returned as follows:—

	1877-78.	1878-79.
Upper classes	22	22
Middle "	1,677	1,823
Lower "	614	1,159
Parentage unknown	572	
Total ...	2,885	3,004

228. All the pupils from the upper classes were in the Doveton College. The new schools in the list are St. Mary's and Mrs. Powell's. The former is an admirably conducted school under the Sisters of the Cross, situated in the populous suburb of Kidderpore. Mrs. Powell's school is not organized on a satisfactory plan in point of instruction, but is possibly doing some good in providing a home for several European children who would otherwise be wandering about the streets.

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229. The following table gives the name, class, and management of each of the aided schools, as well as the number of pupils on the rolls, the amount of the monthly grant, and the rate of fee charged:—

Aided European and Eurasian Schools.

No.	Name, class, and management.	Pupils. 1877-78. Boys.	1877-78. Girls.	1878-79. Boys.	1878-79. Girls.	Monthly Government grant.	Monthly fees.	Remarks.
						Rs. A. P.	Rs. Rs.	
	Higher Schools.							
1	Doveton College* ... ... Protestant	297	...	296	...	154 0 0	3 to 10	* The capitation grant is Rs. 3·08 a head for 50 pupils.
2	St. James' ... ... Protestant	142	...	137	...	200 0 0	3 to 6	
3 & 4	Free School† ... ... Protestant	251	132	245	133	894 5 4	3	† The Free School is an endowed school, and not strictly aided. Seventy-eight pupils pay fees.
5	St. Joseph's ... ... Roman Catholic	403	...	405	...	200 0 0	3 to 5	
6	St. Chrysostom's ... ... Roman Catholic	102	...	103	...	50 0 0	1 to 3	
	Middle Schools.							
1	St. Stephen's ... ... Protestant	36	30	26	37	100 0 0	1 to 3	
2	Old Church Day .. ... Protestant	51	38	73	45	70 0 0	2 to 3	
3	Benevolent Institution‡... Protestant	160	91	140	109	209 0 0	Free.	‡ The Benevolent Institution has been hitherto exclusively managed by Protestants, though the terms of the Trust do not require more than that the managers should be Christians. It receives Rs. 75 as a capitation grant.
4	St. Mary's§ ... ... Roman Catholic.	...	...	23	35	50 0 0	3 to 6	§ A capitation grant of Re. 1 a head for 50 pupils.
	Lower Schools.							
1	St. John's ... . Protestant	21	23	30	27	50 0 0	1 to 2	
2	St. Paul's ... ... Protestant	25	72	18	67	55 0 0	1	
3	St. Saviour's ... ... Protestant	11	16	9	7	50 0 0	½ to 1	
4	Cathedral Male Orphanage... Roman Catholic.	252	...	227	...	200 0 0	Free.	
	Girls' Schools.							
1	Church Mission Normal ... Protestant	...	16	...	9	100 0 0	15‖	‖ Inclusive of lodging and board.
2	European Female Orphan Asylum ... ... Protestant	...	51	...	52	200 0 0	Free.	
3	Christian Jewish ... ... Protestant	12	43	12	63	75 0 0	2	
4	Calcutta Girls' .. ... Protestant	...	87	...	97	¶200 0 0	3 to 5	¶ Reduced from Rs. 300 to Rs. 200 from January last.
5	Old Church Parochial Home... .. .. Protestant	...	16	...	24	**51 0 0	Free.	** A capitation grant of Rs. 3 a head for 17 pupils, all of whom are taught, fed, and clothed free of charge.
6 & 7	Bow Bazar Loretto ... ... Roman Catholic	...	266	...	300	150 0 0	1 to 4	
8	Entally Loretto ... ... Roman Catholic	7	193	7	213	250 0 0	1	
9	Mrs. Powell's ... ... Protestant...	...	...	3	32	††50 0 0	......	†† A capitation grant of Re. 1-8 a head up to Rs. 50. Many of the children are free boarders.

230. During the current year special examinations are being carried on of all the middle, lower, and girls' schools in the above list except the Church Mission Normal School. The standards of examination laid down by the Education Department in England for elementary schools have been slightly altered so as to suit Anglo-Indian schools, and the examination will decide how many pupils in each school come up to the different standards. It will then be possible to form some scheme for determining the grants to these schools, as is the practice in England, according to the standards attained by their pupils. Such a step has become necessary, owing to the increasing number of applications for aid to schools of this class.

231. Presidency Division.—The only school under inspection is the aided railway School at Rampore Hât. It had on its rolls on the 31st of March last 12 pupils, of whom eight were girls. The military schools at Barrackpore and Dum-Dum are not under inspection.

232. Burdwan Division.—The number of schools is five, as last year. The total roll number also remains much the same, there being on the 31st March 90 boys and 84 girls. The expenditure on these schools was Rs. 9,322, of which the Government share was Rs. 3,672. A special building grant of Rs. 1,000 has been given in aid of repairs to the Bishop Milman's School at Howrah.

233. Rajshahye Division.—The two schools in this division are at Darjeeling,—the St. Paul's School for boys, and the Darjeeling School for girls. A Government school has also been opened since the close of the official year at Kurseong for the children of railway employés.

234. St. Paul's School exhibits great improvement under its present head-master Mr. Carter. The school has entirely recovered from the temporary depression noticed in the last yearly report, its numbers have doubled, and

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there are now over 70 boys on the roll. Two candidates from this school passed at the Entrance examination, and one of them, who was placed in the first division, would have gained a scholarship but for the regulation which requires a candidate to read and write a vernacular language with fluency. An additional master has been appointed and a munshi engaged to teach Bengali and Urdu. There is every prospect that the school will maintain its present sound and satisfactory position. The Darjeeling girls' school has, since the last report, been removed to a more commodious house with larger grounds, and improvements have been made in the course of study and the class of books used. The school suffered a loss in the course of the year by the departure of Mrs. Lewin, who, as the Secretary, took much active interest in the school. Her place has been well filled by Mrs. Abbott.

235. DACCA DIVISION.—There are two schools in this division,—Mr. Vyse's school at Dacca and a railway school at Goalundo. In Mr. Vyse's school the number on the rolls on the 31st March last was 58, of whom 28 were girls. Of this school the Inspector reported in November last that the work of instruction was too heavy for the staff employed, and he proposed that the school should be connected with the Diocesan Board of Education, and entirely reorganized. A sum of Rs. 4,000 was subscribed a few years ago for the establishment of a new school in Dacca for Europeans and Eurasians; this sum is still in the Bank of Bengal, and may possibly be appropriated, with the consent of the subscribers, to the reconstitution under the Diocesan Board of Mr. Vyse's school. It is understood that the Ven'ble Archdeacon Baly is about to make proposals on behalf of the Diocesan Board for the reorganization of the school.

236. The school at Goalundo has a house provided by the Eastern Bengal Railway Company. It contained 12 pupils—eight girls and four boys—and received a grant-in-aid shortly after the close of the year.

237. CHITTAGONG DIVISION.—The only school of this class in the division which has furnished returns is an unaided school for girls recently established, about which the only information procured is that it contained on the 31st March 18 pupils. Of the Roman Catholic Orphanage in Chittagong, lately burnt down and now being rebuilt, no information has been supplied.

238. PATNA DIVISION.—The total number of pupils attending European and Eurasian schools in this division was 358. The number of pupils is larger by 215 than the number given last year, owing to returns having this year been received from two unaided institutions, the Kurji Priory and the Bankipore Convent.

239. The school at Buxar had on the rolls on the 31st of March 66 pupils. It was inspected in December last by the Inspector of Schools, Presidency Circle. He found that in reading and writing the elder children were as well taught as in the Calcutta schools of the same class, and in arithmetic had gone as high as was necessary. There was some tendency to push the studies on too rapidly, and the teachers were advised to aim for the present at nothing beyond the middle scholarship course.

240. One school, the Arrah Boarding School, was abolished during the year. In December I inspected the school, and was convinced that it was not doing such work as to justify the continuance of the large grant of Rs. 120 a month. There were only nine boarders in the school, three of them boys whose father was about to be transferred to Dinapore. It was found that there would be no difficulty in transferring the six girls to the schools at Buxar or Allahabad. The grant was accordingly withdrawn.

241. BHAGULPORE DIVISION.—The Jamalpore school had on the rolls 116 pupils, of whom 28 were girls. The Government expenditure on the school was Rs. 2,273, and the total expenditure Rs. 9,524. This school is the best of the railway schools, and ranks with the most efficient aided schools of the same size in Calcutta, such as the Old Church School. The boarding-house arrangements are excellent, and the general management of the institution by Mr. and Mrs. Pegler, the head-master and head-mistress, has been most satisfactory. The great difficulty with this as with all railway schools lies in the frequent removal of the children owing to the transfer of their parents to other stations on the line. The only remedy is to increase the number of boarders, who need not leave the school when their parents are transferred.

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242. ORISSA DIVISION.—The number of European and Eurasian children under instruction was on 31st March 46, of whom 39 were in four schools in the town of Cuttack. The Cuttack Christian school underwent various vicissitudes during the year, two mistresses having resigned, and the school-house with its valuable furniture having been burned down. The committee have appointed a mistress of long experience, and secured another suitable building.

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243. FEMALE EDUCATION.—Excluding schools for Europeans and Eurasians, the returns for which have been separately given, the table below shows the progress in female education during the year:—

	1877-78.		1878-79.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	1	140	2	270
Aided "	311	8,158	339	8,179
Zenana " (aided)	134	1,827	130	2,017
Private "	73	1,839	72	2,031
Total ...	519	11,964	543	12,497
Girls in boys' schools ...	...	9,623	...	11,235
Total girls ...	...	21,587	...	23,732

It will be seen that all classes of girls' schools show an increase of pupils, while there has been an addition of 1,612 to the number of girls reading in boys' schools. The latter increase is mainly found in the number of girls attending primary grant pathsalas, the figures under that heading being 7,733, against 6,194 in the previous year, a difference of 1,639.

244. The number of girls in the different stages of progress is given in the following table—

	1877-78.	1878-79.
Higher stage	49	37
Middle "	1,629	1,545
Primary " (upper)	5,976	6,741
Ditto " (lower)	13,896	15,409
Total ...	21,550*	23,732

* No returns for 37 pupils.

The increase in the primary stages arises naturally from the large addition that has been made to the number of girls reading in primary pathsalas. A slight falling off has thus taken place in the two upper stages. But in many cases the figures have been supplied, year after year, by the managers of the schools, with no correction by the inspecting officers; and implicit reliance is not in all cases to be placed on them. Of the two Government schools in the preceding table, one is the Bethune School in Calcutta. The amalgamation of this school with the Ballygunge Banga Mahila Vidyalaya has been effected since the date of the last report. The circumstances of the amalgamation are briefly as follows. In 1873 the last named school, which is described as a 'boarding school upon advanced principles of education,' was established at Ballygunge, chiefly through the exertions of Mr. Justice Phear and of some ladies of Calcutta. In 1875 Mr. Phear, who was the President of the Bethune School Committee, was of opinion that the school would have a wider scope if the Ballygunge school was amalgamated with it; but as there were difficulties at the time in the way, it was not till the year under report that the plan could be carried out. The house at the Bethune School, formerly occupied by the Lady Superintendent, was rearranged to accommodate the new pupils, and at the date of report there were 15 grown girls boarding at the school.

245. The educational history of the year has been made noticeable, among other things, by the fact that a young Bengali lady has for the first time passed one of the examinations of the University. A pupil of the Bethune School, Miss Kadambini Bose, competed at the Entrance examination with success, failing to obtain a place in the first division by one mark only. This young lady's success was mentioned with high approval by His Excellency the Viceroy on the occasion of the prize distribution at the school. The Lieutenant-Governor of Bengal also sanctioned the creation of a special junior scholarship for Miss Bose's benefit, and she was presented with a prize of books to the value of

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Rs. 60. Three other pupils of the Bethune School were successful at the Middle Scholarship examinations, two of them passing in English, the third in the vernacular only. Their names were Kamini Sen, Abala Das, and Subarna Prabha Bose.

246. In consequence of the success of Miss Kadambini Bose, and in accordance with her desire to continue her studies to the First Arts examination, the Lieutenant-Governor consented to the proposal to raise the status of the school by appointing a Lecturer qualified to teach the First Arts course. With this object Baboo Sasi Bhusan Dutt, M.A., was transferred from the Cuttack College, and his time is now fully engaged at the Bethune School.

Since the close of the official year the establishment of the school has been much strengthened. Better accommodation has been provided for the boarders, by their removal to the school-house, and by additions to the building. The net grant to the school has been raised from Rs. 650 to Rs. 750 a month.

247. The second of the two Government schools is the Eden Female School at Dacca, established in June 1878. The grant to this school is Rs. 4,320 a year, which is met by the grants formerly made to two aided Female Schools in Dacca, and that to the Chundra Nath Female Normal School at Beauleah, all three of which have been closed during the year. The affairs of the school are managed by a committee, of which the Commissioner of Dacca is President; and the school is regularly inspected by lady-visitors resident in the station, who visit it in turn. The teaching staff consists of four mistresses and one pundit. The head mistress is Mrs. Stansbury, formerly Superintendent of the Chundra Nath Female School. The school contains 153 pupils, of whom 26 are learning English. By religion five pupils are Christians, one a Mahomedan, and the rest Hindus.

248. The National Indian Association of London having offered, through their Honorary Secretary, Miss Adelaide Manning, to provide funds for five scholarships, to be thrown open to competition by girls in Bengal, the offer was accepted by Government at the request of the Association. The scholarships were called the "Mary Carpenter" scholarships. Three of them, of the annual value of Rs. 48 each, were competed for by the lower vernacular, and two, of the annual value of Rs. 60 each, by the middle vernacular standard. They were distributed among the five educational circles, one being assigned to each. At the examination for these scholarships eight candidates appeared, and were examined by the same papers and standard as were set for the pupils of boys' schools. In the Presidency Circle three candidates presented themselves for the middle scholarship examination from the Bethune School in Calcutta, and all passed. In the Eastern Circle, four candidates appeared for the lower scholarship examination; two from the Burrisal and two from the Comillah Girls' School; both the former and one of the latter passed. In the Western Circle, one candidate appeared as a private student for the middle scholarship examination and passed. No candidate appeared in the Behar or Rajshahye circles, and the scholarships allotted to those circles were accordingly given to successful candidates from other parts of Bengal.

249. In addition to the above scholarships, the Uttarpara Hitakari Sabha has awarded scholarships to girls who were successful at the examinations conducted under the superintendence of that Society. Of the forty-seven girls who presented themselves for these examinations, no less than sixteen were attending school after marriage. Twenty-six of these candidates passed; ten by the first, twelve by the second, and four by the third standard. Two instances are cited of the success that has been achieved by the Sabha's efforts. Miss Labanya Prabha Bose, who passed the minor scholarship examination in the second division and won a 'Mary Carpenter' scholarship, and Miss Kadambini Bose, who passed the Entrance examination of 1878, had both held Hitakari scholarships. In addition to the success recorded above, two girls passed the primary scholarship examination in Furreedpore, and four in Tipperah. In Lohardugga, where the prejudice against female education is not so strong as in those districts in which married ladies are kept strictly behind the purdah, two primary girls' schools have been established, with the large attendance of 129 pupils. In Orissa, two girls from the Patna School passed the lower vernacular scholarship examination and received prizes. It is reported that the prejudices against female education among high caste Uriyas are gradually

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being broken through, an example having been set by a Brahmin of position and repute, a teacher in the Cuttack Medical School. Formerly, however enlightened he might be, an Uriya gentleman dared not, for fear of excommunication, take his daughters to live with him in the town of Cuttack; they were therefore left behind in the country to be brought up by their uneducated mothers. It is hoped that the example above quoted will have a beneficial effect in removing prejudices of that order.

250. Returning to Calcutta, the subjoined statement shows in detail the institutions, other than the Bethune School, which are aided by Government for the promotion of female education. The grant of Rs. 2,000 a year to the native ladies' Normal School at Mirzapur in Calcutta was withdrawn in the course of the year. The period for which it was originally sanctioned having expired, it appeared to the Lieutenant-Governor that the school had not answered the purposes for which it was established; accordingly the grant was not renewed. The Government expenditure on native female education in Calcutta now stands at Rs. 2,052 a month.

	Monthly grant. Rs.	A.	P.
I.—Zenana Agencies.			
American Mission Agency	752	0	0
Church Mission Society's Agency	300	0	0
Church of Scotland Agency	100	0	0
Free Church Agency	90	0	0
Total	1,242	0	0
II.—Normal Schools.			
Free Church Normal School	166	10	8
Church Mission Society's School	160	0	0
Total	326	10	8
III.—Orphanages.			
Church of Scotland Orphanages	40	0	0
Foundling Asylum	100	0	0
Free Church Orphanage	75	0	0
Total	215	0	0
IV.—Schools for Native Girls.			
Dr. Duff's School	80	0	0
Central "	50	0	0
Mott's Lane "	30	0	0
Toltollah "	20	0	0
Calcutta Hindu "	15	0	0
Syambazar "	14	0	0
Dhobapara "	20	0	0
Kidderpore "	20	0	0
Sonai "	20	0	0
Total	269	0	0

251. The comments made in the last annual report, and in the resolution of Government thereon, upon the character and value of the instruction given by the various zenana agencies, have been the subject of serious consideration by the Calcutta Missionary Conference, and of a memorial to Government. The conference took exception to certain statements made in the report and in the resolution, as conveying a needlessly disparaging idea of the work done by the agencies; and they contested the position advanced by Government that their operations in the zenana were to be exclusively or mainly confined to those who had previously read in girls' schools. With regard to the last point, it is quite clear that such pupils afford much more promising material than any others for the attainment of a respectable standard; and it is a source of disappointment that so few of the pupils in the zenanas have been fitted by previous education to profit by the instruction given them. On the other matters to which exception was taken, a difference of opinion seems for the present unavoidable; though on certain points it did not appear, from the admissions of the memorialists, that there was any serious disagreement between their own estimate of the circumstances and that which the Government had formed.

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252. In the year under report, out of 1,639 pupils returned as being in zenanas, or in schools connected with zenana agencies, Mrs. Wheeler, the Inspectress of girl's schools, examined 1,059, besides 267 pupils in schools not connected with any agency. The standard obtained by each of these pupils at the time of examination was recorded by the Inspectress. The standards are defined in the following way. The primary stage, lower section, is that of a child who can read little words, can distinguish the different letters composing the words, can write the alphabet neatly, and can numerate up to 50; and who has not gone beyond that standard. In the higher section of the primary stage a child should at least be able to read little stories, to spell words with compound letters, to write easy sentences from dictation, and to write and count the numbers up to 1,000. If she can answer questions about the stories she has been reading, can write such stories from dictation, and spell and explain compound words, can numerate up to 5 figures with ciphers, can do a simple addition sum, she is at the upper limits of the primary, and close on the middle stage. In the middle stage she should read *Bodhoday*, write and spell well, and do addition and subtraction. If she further knew a little grammar and the definitions of geography, could write and spell faultlessly, could turn a piece of poetry into prose, and do a multiplication sum, she would be approaching the confines of the upper stage.

253. The standards are not severe. But, applying these standards to the 1,059 zenana pupils examined by Mrs. Wheeler, it appears that 872 of the pupils are in the lower primary stage, 155 in the higher primary, 26 in the middle, and 6 in the upper. The returns furnished by the Superintendents of the zenana agencies are not easily reconcileable with those of the Inspectress. Out of a total of 1,639 pupils 496 are returned as being in the lower primary stage, 711 in the upper primary, 246 in the middle stage, and 6 in the upper stage. In other words, while Mrs. Wheeler reports the proportion of pupils in the lowest stage as being 82 per cent. of the whole number, the zenana agents themselves place the proportion at only 30 per cent. Such a discrepancy throws light on the difficulty of introducing any method of payment by standards. The zenana agencies demur altogether to the estimate of the Inspectress, and would hardly accept aid at a rate determined by that estimate. On the other hand, if the standards and the rates of payment were to be fixed in accordance with the estimate furnished by the agencies, it is to be feared that the grants actually earned by them, after an independent examination, would be so small as very seriously to cripple the work of education in the zenanas.

254. The Inspectress has drawn my attention, as on previous occasions, to many grave defects that are to be found in the existing system of zenana teaching. These defects are partly in the management, and partly in the character of the teachers employed. The want of unity and of a common organization among the different agencies; the absence of any sustained effort to enforce the payment of fees; the multiplication of schools within a limited area; the attempt to teach elderly women, ignorant of any previous training; these are defects of the first kind. The incapacity of many of the Native Christian teachers, and the fact that they are not always trustworthy, are defects of the second kind. Many of these teachers are self-denying and useful women, and the good that they do is not to be questioned; but the supply of such teachers falls far short of the assured demand. I have said above that the institution of any reasonable system of payment by standards would probably bring about a large reduction in the amount of the Government grants. If this should also have the effect of contracting the work of the different agencies within limits more closely corresponding to their powers of usefulness, I should not regard the result with regret.

255. Amid the unpleasant duty of pointing out the defects of the system, it is very satisfactory to be able to call attention to its brighter aspects. Some of the schools connected with the agencies deserve special notice for the excellence of their management and the success of their teaching. First on the list is the Free Church orphanage and normal school. This institution has during many years turned out a succession of capable and well-trained teachers, and the discipline that prevails within its walls is the best guarantee of good conduct at a later day. The Church Mission orphanage and boarding-school at Agurpara is of the same excellent class, and reflects much credit on Miss Neale and her

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fellow-workers. The American Mission School in Maniktollah is very promising: it has lately been placed under the supervision of a teacher trained in the first-named institution. Another school of the same mission in Hidaram Banerjea's Lane has also made fair progress. Up to last March this school set the good example of charging fees, ranging from one to four annas, to 29 out of its 82 pupils. But a Church of Scotland School close by levied no fees, and it felt itself consequently compelled to abandon the practice. A little school in Entally has the advantage of a supervising teacher perfectly familiar with Bengali, and therefore able actively to control the work.

256. Mrs. Wheeler speaks in very high terms of the work done by the ladies of the Zenana Association at Barrackpore. In the zeal with which they carry on their duties, in the interest which they take in their pupils, in their care for them when sick, and in the friendly relations that exist between themselves and the villagers, there is room for nothing but praise. All these teachers again have been trained at the Free Church normal school, and their acquaintance with the vernacular makes them peculiarly fitted for their position and duties.

VI.—SPECIAL INSTRUCTION.

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257. This department comprises the subjects of law, medicine, and engineering; surveying schools, industrial schools, and the School of Art. The general statistics are shown in the following table:—

Statement of Attendance and Expenditure in Schools for Special Instruction in 1878-79.

	Number of institutions.	Pupils.	Receipts from Government.	Total expenditure.
Government Law Schools—			Rs. A. P.	Rs. A. P.
Presidency College	1	164	......	17,910 12 3
Hooghly ,, ...	1	19	277 0 0	2,400 0 0
Krishnaghur ,, ...	1	6	......	700 0 0
Dacca ,, ...	1	17	715 7 6	2,335 7 6
Patna ,, ...	1	21	......	2,400 0 0
Total ...	5	227	992 7 6	24,846 3 9
Civil Engineering Department, Presidency College ...	1	89	34,882 6 0	40,055 14 0
Medical College, Calcutta	1	208	1,59,326 6 0	1,70,982 14 6
Government Medical Vernacular Schools—				
Sealdah	1	290	26,358 0 0	38,336 0 0
Patna	1	174	25,935 10 3	26,772 13 1
Dacca	1	112	14,330 0 5	18,240 8 5
Cuttack	1	33	3,926 9 7	3,926 9 7
Total ...	4	609	70,550 4 3	87,275 10 1
Government Survey Vernacular Schools—				
Hooghly	1	5	2,080 1 10	2,283 8 0
Dacca	1	76	2,499 9 5	2,926 9 5
Patna	1	47	2,131 6 1	2,522 4 4
Cuttack	1	37	2,121 14 0	2,295 15 0
Total ...	4	165	8,832 15 4	10,028 4 9
School of Art	1	76	18,144 0 0	19,000 0 0
Artizan Schools—				
Dacca	1	20	2,800 8 6	4,416 15 10
Ranchi	1	18	1,186 14 9	1,186 14 9
Dehree	2	111	14,540 0 0	25,704 0 6
Total ...	4	146	18,527 7 3	31,307 14 7

258. Comparing the figures with those for the preceding year, it appears that the number of law students has decreased from 316 to 227, that the number of students in the Medical College has increased from 145 to 208, and in the Civil Engineering Department of the Presidency College from 87 to 89. All these departments of instruction are connected with the University. Turning to schools of a lower class, the pupils in vernacular medical schools have declined from 686 to 609, while those in vernacular survey schools have slightly advanced from 160 to 165. Technical schools number 149 pupils, an increase of one. The attendance in the School of Art has fallen from 89 to 76.

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259. LAW.—There are five Government colleges to which a law class, reading for the B.L. degree, is attached. They are the Presidency, Hooghly, Krishnaghur, Dacca, and Patna Colleges. Each college has also a class reading for the first grade pleadership examination of the High Court. There is a small class of this kind attached to the Chittagong College also: it is taught by the head master, who receives only the fees paid by the students. It is not included in the return. A class reading for the degree is also to be opened in the Rajshahye College. The University requires that, of the full course of three years, two must be pursued after the student has taken the degree of B.A.; hence students commonly join the law classes in their fourth year. The fluctuations to be observed from year to year in the number of law students are therefore no indication of the increasing or waning popularity of that profession, but depend very closely upon the number of fourth-year students at the time, that is, of those who have passed the First Arts examination a year before. In December 1876 the exceptionally high number of 274 candidates passed the First Arts examination from Bengal, and there was consequently an increase in the college law classes in January 1878 from 222 to 316. In December 1877 only 184 candidates passed the First Arts examination, and the strength of the law classes has consequently declined to 227.

260. The total expenditure in all law classes has increased from Rs. 23,813 to Rs. 24,146; but the figures given in the above table need correction in one very important respect. It will be seen that only two of the classes receive grants from Government, the other three paying their own expenses. But the Presidency and Patna Colleges pay their own expenses and something over; the excess receipts, which are not shown in the foregoing table, being paid into the treasury to the credit of Government. Thus the Presidency College had a surplus income of Rs. 1,710, and the Patna College a surplus income of Rs. 317. Deducting the cost to Government of the Hooghly and Dacca Colleges, amounting to Rs. 992-7-6, there remains a profit on all the law classes taken together of Rs. 1,134. This makes a considerable improvement over the previous year, when the cost of the Hooghly and Dacca law classes was Rs. 595 and Rs. 1,070 respectively.

261. The following table shows the result of the examination for the degree of Bachelor of Law:—

	No of candidates.	Passed in the— 1st division.	2nd division.	Total.
Presidency College ...	66	1	35	36
Hooghly „ ...	9	...	3	3
Krishnaghur „ ...	2	...	2	2
Patna „ ...	6	...	6	6
	83	1	46	47

It will be observed that the only two law classes which are a source of expense to Government show very badly in the University examinations. The Dacca College, costing Government Rs. 715, sent no candidates to the examination, and only one in the previous year. The Hooghly College passed three candidates, after having passed none the year before. The principle adopted by Government in establishing these classes is that, so far as may be possible, they should be self-supporting. The question of maintaining the Dacca law class, or of reducing its cost, is now under the consideration of Government.

262. *Presidency College.*—The number of students on the rolls of the Law Department on the 31st March for the last four years is given below—

	1876.	1877.	1878.	1879.
3rd-year class ...	52	32	71	24
2nd „ „ ...	40	69	25	43
1st „ „ ...	70	39	91	78
2nd „ pleadership ...	7	6	10	11
1st „ „ ...	6	9	10	8
Total ...	175	155	207	164

This shows a decrease of 43 students. Of the 164 students, 162 are Hindus, one a Mussulman, and one a Christian. The income from fees amounted

to Rs. 18,721 and the expenditure to Rs. 17,011, showing a surplus of income over expenditure of Rs. 1,710. The college sent up 66 candidates to the B.L. examination, of whom one passed in the 1st division and 35 in the 2nd division. Chundra Sekur Sircar, who stood first in the examination, obtained the Tagore law scholarship.

263. *Hooghly College.*—There were 19 students on the rolls, against 38 of the previous year. Six candidates went up for the B.L. examination, of whom two passed, both in the 2nd division. One ex-student also passed in the 2nd division. Tuition fees amounted to Rs. 2,123, and the salary of the Law Lecturer to Rs. 2,400. Government thus contributed Rs. 227, against Rs. 595 of the previous year, to meet the cost of a Law Lecturer.

264. *Dacca College.*—On the 31st of March 1879 there were 17 pupils on the rolls, two less than in the previous year. No candidates went up for the B.L. examination. The one candidate who appeared at the pleadership examination passed. The total receipts were Rs. 1,620, and expenditure Rs. 2,335, showing a cost to Government of Rs. 715, against Rs. 1,070 of the previous year.

265. *Patna College.*—The number of students on the rolls was 21, against 36 of the previous year. Of the 21, the Beharis numbered 13, the rest being Bengalis. Six candidates went up for the B.L. examination, and all were successful; while of four candidates for the higher pleadership examination two were successful. The income from fees and fines was Rs. 2,717, and the charges Rs. 2,400, showing a gain to Government of Rs. 317.

266. *Krishnaghur College.*—There were six students on the rolls, against 17 of the previous year. These six students formed the second and third-year law classes, no first-year class having been formed. No candidate from the third-year law class appeared at the B.L. examination, but two former students succeeded in passing.

267. MEDICINE.—The increase of 63 students in the English classes of the Medical College does not imply any fresh increase in the demand for medical degrees. For, in the first place, the hospital apprentice class has been nearly doubled; and, in the second, the increase that has actually taken place in the number of University students is chiefly caused by the readmission of old students, or of those who failed at the final examination of the previous session. In vernacular medical schools there is a loss of students in all except that of Cuttack, which shows a gain of one.

268. *Medical College, Calcutta.*—The college this year completed its 44th session. Since the first examination of the English classes, now 40 years ago, 601 students have obtained degrees or licenses in medicine and surgery. Of this number, 26 were students from Ceylon. The students of the Medical College are of three classes—(1) scholars and free-students; (2) paying students; and (3) hospital apprentices. Students of the first two classes, who must have passed the First Arts examination, pursue a five years' course for the University degrees in medicine. The hospital apprentices enter the college after having spent two years with a regiment. They are sent by the military authorities, and read in the college for three years, their final examination being held by the Professors.

269. Of the 145 students on the rolls at the beginning of the session, 41 were scholars and free-students, 74 were paying-students, and 30 were hospital apprentices. During the course of the session there were admitted 19 scholars and free-students; 89 paying-students, of whom 69 were readmitted students of former years; and 46 hospital apprentices, the usual number of this class sent annually being only 15. During the session there were withdrawn (including those who left the college after passing the final examinations) 19 scholars and free-students, 54 paying-students, and 16 hospital apprentices; besides two more hospital apprentices, one of whom resigned and one died. Hence, at the close of the session there remained 41 scholars and free-students, 109 paying-students, and 58 hospital apprentices. The number of those reading for medical degrees was therefore raised during the year from 115 to 150, nine of the latter being casual students who attend lectures with the object of ultimately matriculating in some English school of medicine. Of the 150 students, 32 were in the first-year, 38 in the second, 6 in the third, and 74 in the fourth-year class. The paucity of students in the third, and the absence of

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students in the fifth-year classes at the close of the year are explained by the fact that in March the University examinations of these two classes are held.

270. The effective desire for medical education is measured by the number of new admissions, and there were only 20 against 35 of the previous year. The least satisfactory circumstance connected with the Medical College is the large number of paying-students that withdraw year after year without completing their course. A large number find themselves unable to pay the fees with regularity, and they are forced to withdraw, many of them to be readmitted in a subsequent session when they have found the means of continuing their studies. In the year under report 48 paying-students withdrew their names before the termination of their course, and 69 who had withdrawn in former years were readmitted.

271. Of 60 candidates at the first M.B. and L.M.S. examinations, 23 passed, seven of whom were placed in the first division. Of 100 candidates at the final examinations, 26 passed, one in the first division. Seven of these, having already attained to the degree of B.A., were admitted to the degree of M.B.; the rest received the license. Owing to the strict enforcement by the University on the last occasion of the rule requiring each candidate to pass in every subject and not merely on the aggregate, the number of failures was very much greater than in former years. Of those who passed this year, only one was a Mussulman, a circumstance which the Surgeon-General remarks with regret. In Dr. Irving's experience Mussulmans make excellent Assistant Surgeons. The Surgeon-General further calls attention to the fact that at present a number of Assistant Surgeons enter the service of Government who pass and obtain a license only after two, three, or even four attempts. Government has recently ruled that, from the 1st January 1884, the number of appointments of Assistant Surgeons will be regulated by the requirements of the Medical Department, and that from that date no student of the Medical College who may pass the qualifying examination will be entitled to admission to the service as a matter of right. But for four years to come any number of this class who apply must be admitted into the service. It would therefore, Dr. Irving remarks, be greatly for the benefit of the service if it could be now enacted that any man who failed to pass after a second trial should be ineligible for Government employ. The number of supernumeraries for whom there is no work at present is already a large one, and Dr. Irving estimates that at the end of four years it will be not less than 150.

272. *Campbell Medical School, Sealdah.*—During the year under report the control exercised over the school by the Principal and Council of the Medical College terminated under the orders of Government, and the Superintendent of this Institution is now directly responsible to the Director of Public Instruction. He is thus placed in the same position as the Superintendents of other medical schools.

273. The Superintendent remarks that the classes are too large, and the preliminary education of the students as a rule too defective, to allow the instruction given to be as useful as under other conditions it might have been. The Surgeon-General strongly endorses this opinion, and thinks that anything like academic lecturing, the only course possible when classes are very large, is out of place in a school of this kind. These objections have now been met by the Resolution of Government, defining the course of instruction to be henceforth pursued in the school, in which the number of admissions each year is to be limited to 50, and more satisfactory guarantees of preliminary education are to be enforced.

274. The number of students on the rolls at the close of the year declined from 326 to 247. The number remaining on the books at the beginning of the session was 70 less than last year, while the new admissions were 68 more. Fifty-seven students passed out of the school by examination, and 126 were removed for various causes, 95 being for non-payment of fees, leaving 247 remaining at the end of the session.

275. The Superintendent points out that those students who require to remain in the school for more than four years before being able to pass do harm to the younger students by setting an example of indolent habits. The Surgeon-General is of the same opinion. Dr. Irving has known several students of this class subsequently to their school career, and believes them to be almost

useless in the service. Dr. Mackenzie thinks that a more educated class of students is gradually being attracted to the school, but strongly urges the abolition of the casual class, which consists of students who attend only some of the classes of the school, and these for not more than a year or two, returning after that time to their native villages, where they practise as qualified native doctors. Many of these join the casual class solely because they are unable to obtain any one of the preliminary certificates required from regular students. The number of this class of students on the rolls has risen from 47 to 61. The Surgeon-General concurs with Dr. Mackenzie in thinking that this class ought to be abolished, such irregular and ill prepared students being likely, he thinks, to bring discredit on the practice of medicine and surgery. Since the issue of the resolution above referred to, I have instructed the Superintendent that no more casual students are to be admitted.

276. Of the 103 students who presented themselves at the diploma examination, 57 passed. Of the failures, 18 candidates had already competed on one, two, or three previous occasions.

277. The new resolution limits admission for the future to those who can present certificates of having passed (*a*) the entrance examination, (*b*) the entrance examination in two or more subjects, (*c*) the middle English, or (*d*) the middle vernacular scholarship examination. In this connection it is useful to point out the proportion of students with various kinds of preliminary training who failed at the class examinations. Of entrance certificate-holders 3·57 per cent. were incompetent; of middle English candidates 18·3 per cent.; of middle vernacular candidates 32·32 per cent.; while of the holders of head-masters' certificates 43·47 per cent. were incompetent.

278. The old lecture-room was accidentally burnt down in June last, having caught fire from sparks from a burning village in the neighbourhood. A new chemistry lecture-room, sanctioned some years back, has been completed and made over by the Public Works Department, and the lecture-theatre has been repaired and strengthened.

279. *Dacca Medical School.*—At the end of the session there were 30 students in the fifth-year class, 30 in the fourth-year, 27 in the third-year, and 25 in the first-year, making a total of 112 on the rolls. The number on the rolls in 1875-76, the year in which the school was opened, was 325, the novelty of the scheme having attracted many students. But since it has been discovered that Government does not bind itself to provide employment for all students passing out of the school, the entries are much fewer than at first. The Superintendent reports that the final examination of the third, fourth, and fifth-year classes discovered great faults in the system of teaching anatomy, too high a standard having been aimed at to the neglect of the commoner but all-important points. The chemical teaching also appeared to have been in some respects wanting. Measures have been taken to remedy these defects.

280. The final examination for diplomas was held by Surgeon Kali Podda Gupta, Surgeon Peevor, and the Superintendent, Dr. Crombie. Fifty-seven students presented themselves, but of that number 22 were disqualified for irregular attendance at hospital and at lectures. Of the remaining 35, diplomas were granted to 23.

281. *Temple Medical School, Bankipore.*—At the commencement of the session there were in the military class 135 students, and in the civil class 81, making a total of 216. This number was reduced to 174 on the 31st of March, 14 having left the military class and 28 the civil. The latter number includes three fourth-year students, who finally passed, after having been remanded for six months' further study in December 1878.

282. At the final examination on the 31st March 1879, fifty-six students (49 military and 7 civil) passed, and four (2 military and 2 civil) were remanded for six months. The examination was a searching one, and consisted of six oral questions in anatomy, in surgery, in medicine, and in materia medica, and three in medical jurisprudence, in chemistry, and in midwifery. The students were also examined clinically, and tested by means of dissections and operations in surgery.

The Surgeon-General considers the results of the examination very satisfactory, and especially approves of the practical nature of the test in anatomy.

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Dr. Irving has had several of the civil hospital assistants educated at the Temple School under his own subsequent observation, and he can testify to their making such excellent medical subordinates that, after the final examination above referred to, he informed the Principal that he would be prepared to take into the service all the civil class students who had passed and were desirous of Government employment.

283. During the year under report an additional barrack has been erected at a cost of Rs. 1,790, several repairs have been executed, and the roofs of both theatres have been raised eight feet, a step urgently required on sanitary grounds.

284. *Cuttack Medical School.*—The final examination of the students who had finished the three years' course was held for the first time in March 1879. Fourteen students presented themselves, all of whom with one exception acquitted themselves with credit and were considered deserving of diplomas in medicine and surgery. Four of the students were reported as having made remarkably good progress, and as giving promise of becoming very superior medical subordinates. Dr. Stewart points to these results as proving that natives of Orissa can be successfully trained to become qualified and intelligent medical practitioners. Two of the passed students have already obtained appointments, one in Sumbulpore and the other in Khoorda; and the Superintendent points out that in Orissa proper and in the several hill States extending between it and Sumbulpore there exists a large field into which trained medical practitioners may be introduced.

The Surgeon-General considers that the school has made very satisfactory progress, and is glad to observe that the want of text-books in the Orissa language is gradually being supplied. Dr. Stewart and the teachers of the school are preparing some most useful elementary manuals: one on physics is already completed: another on physiology will shortly be sent to the press.

The Maharajah of Mohurbhunj made a donation of Rs. 1,000 to the school for the purchase of instruments.

285. Civil Engineering.—The only institution for the training of Engineers is the Civil Engineering Department of the Presidency College. The numbers in that institution have fallen from 152 in 1876 to 89 in the year under report. There is at present no great demand for the services in the Public Works Department of the students who pass through this College, but efforts are being made to find an opening for them in the various district establishments that are growing up in Bengal.

286. The Committee appointed by Government in January 1878 to consider the question of the establishment of a practical training institution for Engineers at Calcutta in connexion with the workshops of the Public Works Department have, it is understood, submitted their report. In the scheme which the Committee recommend for adoption, provision is made for the training, both theoretical and practical, of Mechanical as well as Civil Engineers, and also of subordinates in both branches of work. The settlement of the question has been postponed on account of some delay that has arisen in effecting the transfer to Government of the Bishop's College building, and the orders of Government are awaited.

287. *Civil Engineering Department, Presidency College.*—The following table shows the number of students on the rolls of this department on the 31st of March for the last four years:—

	1876.		1877.		1878.		1879.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Third-year class	19	......	30	1	21	......	11	......
Second " "	50	1	46	.....	27	......	30	......
First " "	83	1	47	1	39	......	48	......
Total	152	2	123	2	87	......	89	......

The above table shows an increase of two over last year. The fees collected during the year amounted to Rs. 6,073-8, and the gross expenditure to

Rs. 40,955-14. The corresponding figures for the previous year were Rs. 6,720-8 and Rs. 34,288-9-1. The fact that the receipts were larger in the previous year is accounted for by the average monthly attendance, which has declined from 97 to 87. On the 1st of April 1877 the department contained 121 students. This figure gradually dwindled down to 87. There were only 85 students on the 1st of April 1878 and the number has remained nearly constant throughout the year. The increase in expenditure is due to the promotion of the Professors and the annual increments in their salaries. The cost of each student to Government this year has been Rs. 465-1-6, against Rs. 324-5-7 in the previous year.

288. The annual examination of the first and second-year classes was held as usual at the beginning of May. The number of students on the rolls of the first-year class at the time of examination was 38, and of these 37 were present. The result of the examination was that only 19 out of 37 students were found worthy of promotion. Of those who failed to obtain promotion, 12 rejoined the first-year class for another year's study, and six left the College.

289. The second-year class at the time of examination consisted of 27 students, 26 of whom were present. Of these, 12 were found qualified for promotion into the third-year class, and all the 12 joined it; two were expelled for copying, and have left the College. The 12 who failed in the examination were allowed to read for another year in the second-year class. Upon the result of this examination a Forbes memorial scholarship was awarded to Hari Churan Basu, who stood first in the examination. The other scholarship was not awarded.

290. Twenty-eight students from the third-year class registered themselves for the University examinations, seven for the degree of B.C.E. and 21 for the license in Engineering. All the candidates were present at the time of examination.

Of the seven B.C.E. candidates only one was successful; of the 21 L.C.E. candidates five were successful. On the result of the University examinations, seven Assistant Engineer's certificates were granted, and four Sub-Engineer's certificates. These certificates will no longer be granted on the result of the University examinations. The Principal followed the practice which he found in existence when he took charge of the College; but in accordance with a recent ruling of Government it will be discontinued.

One Bachelor and the four highest of the Licentiates received scholarships of Rs. 50 a month tenable for two years, during which period they are attached to the Government workshops at the Presidency, and afterwards to works in progress, for the purpose of receiving practical training in their profession.

291. Candidates who fail to obtain certificates at the annual College examination are admissible to the half-yearly examination of candidates for employment and promotion in the Public Works Department. These examinations are held in February and August. Taking into account the certificates granted on the result of these examinations, the following is the number granted during the year:—

For the grade of Assistant Engineer	7
Ditto Sub-Engineer	4
Overseer	7
Sub-Overseer	10
Total ...	28

292. *Hooghly Survey School.*—There were 12 students on the rolls on the 31st March 1878, and only 5 on the same date this year. The number was further reduced by the withdrawal of 2 students; and the school has been abolished since the close of the year, the students being offered their choice of transfer to Patna or to Dacca. The expenditure amounted to Rs. 2,284, and the income from tuition fees to Rs. 80.

293. *Dacca Survey School.*—The numbers on the rolls have increased from 38 to 76. This increase is due to the fact that the 15 students who passed out of the school in the previous year have all been provided with appointments. After the examination of the first-year class 15 students were promoted, of whom 6 obtained Government scholarships and 2 Vizianagram scholarships of Rs. 5 each.

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The final examination of the second-year class was conducted by Mr. Scott, Executive Engineer, the Assistant Engineer, the Road Cess Overseer of the district, and two officers of the College. Of 20 candidates 14 were successful. The receipts from schooling fees and fines amounted to Rs. 427, and the gross expenditure to Rs. 2,927, against Rs. 424 and Rs. 2,510 of the previous year. A theodolite has been purchased for the school at a cost of Rs. 275.

294. *Patna Survey School.*—The number of pupils borne on the rolls has decreased from 74 to 47. The amount realized from fees and fines was Rs. 391, against Rs. 632 of the previous year. The expenditure was Rs. 2,522, or about Rs. 58 less than for the previous year. The majority of the pupils are Mahomedans, who number 35 to 12 Hindus.

On the result of the examination of the first-year class, six Government and two Vizianagram scholarships were awarded. Thirteen candidates were examined, of whom four failed. The examination of the second-year class was conducted by Mr. Nixon, of the Public Works Department, and the Professors of the College. Out of 23 students who appeared at the examination 14 passed.

This is a much more satisfactory result than was shown last year, when out of 30 candidates only 11 passed.

295. *Cuttack Survey School.*—The number on the rolls has increased from 36 to 37. The sum realized in fees and fines amounted to Rs. 174, and the expenditure to Rs. 2,296. The latter amount has been swelled by the cost of survey instruments and furniture. The final examination of the second year was conducted by Mr. Macmillan, Executive Engineer, and the Assistant Professor of the College. Out of 13 candidates 12 were successful.

The first-year class was examined by the second master and one of the officers of the College. Of the 19 pupils in the class 13 were promoted.

The Khoorda revenue survey and the Orissa cadastral survey are expected to give a great impetus to the teaching of surveying, by providing work for those who pass out of the school.

296. INDUSTRIAL SCHOOLS.—There are four industrial schools: those attached to the European and native workshops at Dehree, and the Dacca and Ranchi schools.

297. *The Dehree Schools.*—There were 48 European and 3 Bengali pupils in one school and 60 native pupils in the other. Of the latter, 40 were Hindus, 19 Mahomedans, and 1 a Christian. The total expenditure of the European workshop boarding-school was Rs. 25,254, and of the native school Rs. 540. No report on these schools is furnished to the Education Department.

298. *The Dacca School.*—The number of pupils has slightly declined from 25 to 20. The total expenditure has been Rs. 1,510.

299. The Inspector writes of the school:—"Of the 20 boys in the school nine were learning carpentry and 11 were attached to the smithy. Last year the carpentry department monopolised a majority of the students; but since the appointment of one of the students as Vice-Manager of Mr. David's jute press at Naraingunge, the smithy has become very popular."

300. *The Ranchi School.*—The number on the rolls has decreased from 26 to 18. Of these 17 are Christians, mostly Kols, and one a Hindu. The school is under the superintendence of Mr. Herzog, a lay member of the Anglican mission.

301. The Assistant Inspector writes of the school:—

"The pupils of the school were practised during the year in the arts of smithing and carpentry by teachers appointed for the purpose. Besides these they were taught to read and write and do a little arithmetic. Thirteen of the pupils are said to have been in the middle and five in the primary stage, of whom only one was unable to read and understood simple sentences in his vernacular. When I visited this school, in the beginning of April last, there were 13 pupils on the rolls; of whom 11 were in attendance. Of these, 10 were learning carpentry and one smithing; eight could read and understand simple sentences in Hindi, and three could not do so. There were no boys at the time who could be classed in the middle stage. The establishment consisted of a munshi on Rs. 8, a head carpenter on Rs. 10, a black-

smith on Rs. 5, and five assistants on Rs. 23-8 a month: in all Rs. 46-8. Besides the 13 pupils received a stipend of Rs. 2 each, amounting to Rs. 26. The total amount of establishment charges was therefore Rs. 72-8 a month.

"I also inspected some of the articles manufactured in the school. These, consisted in the carpentry department of chairs, benches, almirahs, chest-of-drawers, and *jal chowkis* (native washing stools) of ordinary quality. On enquiry, however, I was told that, with the exception of the last-named article, which was undoubtedly very roughly done, all the others were the work of the master and his assistants, the pupils having had very little hand in their production, beyond perhaps the sawing of the timbers into planks and planing and polishing them. The articles produced in the blacksmith's department were iron grates, nails, and screws, which were also said to be the work of the master and his assistants.

"The total expenditure on the school, as shown in the returns, was Rs. 1,186-14-9 during the year, against Rs. 1,770-8-9, the amount of receipts, including the sale proceeds of the articles manufactured."

302. School of Art.—On the 31st March there were 76 students on the roll, of whom 69 were Hindus. Besides the 76 remaining on the roll at the close of the official year, 51 students had been in the school for longer or shorter periods, so that the total number who had received instruction during the year was 127. The numbers in the different classes on the 31st March were—

	Students.
In the elementary classes, *i.e.* those extending from the first outline work (taught from the black board) to simple light and shade from the round	29
Higher drawing in light and shade from the antique and from nature	20
Architectural, mechanical, and engineering drawing . .	15
Wood-engraving	12
Lithography	10
Painting	10

303. The total of the foregoing numbers amounts to more than the number of students on the roll; but this is explained by the fact that some of them work in more than one class, for example, in the drawing class in the morning, and engraving or lithography class in the afternoon. The Principal repeats with satisfaction his statement of last year, that continued improvement is taking place with regard to the length of time the students remain in the school. Out of the 76 students on the 31st March, 40 had been in the school from two and a half to three years. Mr. Locke continues:—"It is much to be regretted that the raw material which comes to us is so *very* raw. We have to begin absolutely at the beginning—black-board work—with our new students, which is as though at the Presidency or the Medical College the students had to begin their course by learning to read and write. This state of things will doubtless continue as long as simple outline drawing (of the most elementary kind) is not placed beside reading and writing as part of the course of instruction given in every school, even the humblest, receiving Government aid. It has been so in every parish school in England for the last 25 years. No parochial schoolmaster can get a certificate unless he can teach the drawing of simple figures on the blackboard."

304. The progress made by the students in the School of Art continues to be very satisfactory. The school still maintains, and in some directions, as, for instance, in the studies from life, has certainly advanced considerably beyond the standard which, as far back as 1873, elicited from Lord Northbrook the following encomium in the course of an address to the students of the Medical College:—"I had the pleasure the other morning of visiting the School of Art in this city, and I was exceedingly struck with the great merit of the work of several of the students in that school. There was some work in wood-engraving, lithography, painting, and drawing executed in that school which would, I do not hesitate to say, be a credit to any institution of the same class in any part of England."

As His Excellency was well acquainted with English schools of art, this commendation of the Bengali students of the Calcutta school is greatly valued by the Principal.

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305. That they continue to deserve it seems to be abundantly shown by the high position which their works took at the Fine Art Exhibition held in Calcutta last cold weather. Fourteen students and ex-students of the school contributed no fewer than 66 paintings and other studies from life, and 122 specimens of wood-engraving and lithography, and they carried off four prizes and three certificates of honorable mention. As there were only nine prizes for which, by the terms of the competition, they were eligible, and only seven for which they actually competed, the result must, I think, be regarded as highly satisfactory. Among all the competitors the only one who gained two prizes was Nobocoomar Biswas, of the School of Art, to whom was awarded Maharajah Jotendro Mohun Tagore's prize for the best painting in water-colour of fruit or flowers, and the Maharajah of Burdwan's prize for the best figure-subject in water-colour. Concerning the latter, Mr. Locke quotes with approbation one out of many friendly criticisms that appeared in the newspapers of the day, to the effect that it was "incomparably the best picture in the Exhibition, in the sense of being the most complete and successful within its aims." Of two of the students, Nobocoomar Biswas and Annoda Prosad Bagchi, it was further said that "they can hold their own in their own lines against all comers," and the "architectural lithographs of the last-mentioned student are excellent."

306. ART GALLERY.—The only additions made to the Gallery during the year are the pictures which, as stated in the last report, Mr. Justice Prinsep had kindly consented to purchase during his visit to England.

Two academy sketches of heads by LeGros.

Figure study by Watts, R.A.

Seashore study by V. Prinsep, R.A.

The cost of these pictures was Rs. 3,280, and they are regarded as very valuable additions to the Gallery.

307. The expenditure during the year out of the annual grant of Rs. 10,000 was as follows:—

	Rs.	A.	P.
Rent and taxes ...	3,264	3	4
Establishment ...	1,207	6	0
Purchase of pictures	3,280	0	0
Contingencies ...	324	9	0
Total	8,076	2	4

308. NORMAL SCHOOLS.—Six schools of this class have been closed during the year; they are those of Midnapore, Gya, Chupra, Mozufferpore, and Monghyr, all of the third grade, and the Bhagulpore Normal School of the second grade. The largely-extended sphere of operations of the primary grant has made it hopeless to attempt to train any but a small fraction of the teachers of pathsalas. Third grade schools have therefore been closed in all districts in which secondary education is sufficiently widely spread to provide a fair supply of school trained teachers to take employment in primary schools. The Bhagulpore school was rendered unnecessary by the reorganisation of the Patna Normal School, which has now been so strengthened as to supply teachers for the secondary schools of all Behar.

The Purneah and Purulia schools have also been closed since the end of the year. Those that now remain are 15 in number, besides the boarding-school at Rangamutti in the Hill Tracts of Chittagong, which is returned as a normal school. Seven are of the first grade, namely, those of Calcutta, Hooghly, Beauleah, Dacca, Patna, Ranchee, and Cuttack; that at Chittagong is of the second grade; and seven are of the third grade, at Julpigoree, Durbhunga, Motihari, Hazaribagh, Chyebassa, Balasore, and Pooree.

309. The following is the result of the vernacular mastership examination of 1878 for the pupils of first and second grade schools; those of Cuttack,

Patna, and Ranchi, in which the language taught is not Bengali, are excluded from the common examinations:—

Vernacular Mastership Examination, 1878.

Name of School.	First grade certificates.					Second grade certificates.					Third grade certificates.					Grand total of—	
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Candidates.	Passed.
Hooghly	12	1	5	6	12	23	...	11	10	21	26	2	11	9	22	61	55
Calcutta	7	...	2	3	5	8	...	1	4	5	23	...	2	7	9	38	19
Bauleah	11	...	2	9	11	9	...	2	6	8	19	...	2	9	11	39	30
Dacca	15	...	...	7	7	12	...	...	4	4	19	...	4	11	15	46	26
Chittagong	6	...	...	4	4	7	...	...	2	2	8	...	1	3	4	21	10
Private students ...	2	...	...	...	...	4	...	...	...	...	13	...	...	3	3	19	3
Total ...	53	1	9	29	39	63	...	14	26	40	108	2	20	42	64	224	143

310. The Hooghly normal school is again easily first, and that of Bauleah second. The continued ill-success of the Calcutta and Dacca schools points to permanent adverse conditions, not necessarily implying failure of duty on the part of the teachers, who are, with hardly an exception, tried and competent men. The decline of these two schools has been the object of much anxious thought during the past two years, a decline made all the more noticeable by the successes achieved by both in former days. At Dacca, it is alleged that the competition of the vernacular medical and survey schools takes away the best scholarship candidates, who no longer enter the normal school. Babu Dinonath Sen, for many years head-master of the school, has been transferred as Assistant Inspector to Chittagong, and the school is now under the charge of Babu Jagat Bandhu Laha, M.A., a capable and experienced officer, to whose energy and ability are chiefly due the high position of the Barisal zillah school, of which he was the head-master. If he cannot make the school succeed, it will be evident that the causes of failure lie outside the question of efficient or inefficient teaching. The Calcutta school has several difficulties to contend with, which have often been pointed out. The head-master is fully awake to the critical circumstances which surround him. He can offer no explanation whatever of the failure of his candidates for two and even for three successive years in a general competition. He maintains that no pains were spared on the part of any teacher to ensure the success of the school, and he is sanguine of better results if time be allowed. The examination of next December may throw light upon the very difficult and unsatisfactory question.

311. The Patna normal school has been reorganised with a strong establishment and a stipend allowance for 100 students: an English department has also been added. The cost of this school has been raised from Rs. 680 to Rs. 1,060 a month, and the distribution of its stipends on the result of the middle scholarship examination has been so arranged as to provide for a supply of pundits to each district in the Behar Circle. The head-master, Rai Sohan Lal, having been appointed Hindi translator to Government, Babu Kali Kumar Mittra, B.A., was transferred from the head-mastership of the Arrah zillah school to succeed him.

312. The normal schools at Ranchi and Cuttack are said to be doing useful work, though of the latter the Joint-Inspector observes that the quality of the outturn seems to have somewhat deteriorated of late. He points to certain defects in the constitution of the school which will receive consideration.

313. The first grade normal schools of the province now demand all the careful attention which the Inspectors and myself can give to them. There is no part of the educational system which has more importance, for on their sound condition depends the quality of middle education, both vernacular and English, and consequently the success of the whole secondary system. These schools are in general most efficiently officered, and the chief needs of the time seem to be *firstly*, to ensure the attainments and capacity of the students who are to profit by the teaching; and *secondly*, to secure an adequate and sustained supply of such material. The first requirement depends chiefly on the inspecting officers. For the second, it appears likely that, without some increase to the stipend-allowance, there will be difficulty in supplying the demands of the middle schools.

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314. The following table shows the outturn of gurus trained in third grade normal schools:—

Number of Gurus who obtained Certificates during the year.

Division.	First grade.	Second grade.	Third grade.	Total.
Burdwan	7	17	......	24
Presidency	......	......	......	......
Calcutta	......	......	......	......
Rajshahye	6	4	......	10
Dacca	......	......	......	......
Chittagong	......	......	......	......
Patna	17	14	6	37
Bhagulpore	11	14	2	27
Orissa	43	35	......	78
Chota Nagpore	48	44	4	96
Total	132	128	12	272

It is obvious how far short of the demand for teachers of primary schools the actual supply falls. Yet they seem to fix and to maintain a standard of efficiency which might otherwise suffer decline; and, as regards the two schools of Balasore and Pooree, the Joint-Inspector urges the necessity of keeping them up for some years to come, at least until an alternative source of supply is provided. For the present the number of higher and middle schools is too small to exercise any perceptible influence on the masses.

315. MADRASSAS.—The following is a comparative statement of the attendance and expenditure on Madrassas for the last year:—

Madrasah.	No. of pupils.	Receipts from Government.	Total expenditure.
		Rs.	Rs.
Calcutta	223	7,978	9,174
Hooghly	23	1,650	1,740
Rajshahye	51	6,604	6,696
Dacca	195	9,435	9,725
Chittagong	126	6,740	7,045
Joraghat	55	446	806
Total	673	32,853	35,186

The Calcutta Madrassa is supported from general revenues: the other five are maintained by the Mohsin Endowment Fund.

316. The policy of Government with regard to the administration of this Fund was fully explained in my last two reports. It will be sufficient here to notice that that policy has been continued during the past year, and that facilities have been given for the study of English within the Madrassas, whenever a genuine desire to learn that language was manifested, by the appointment of English-speaking moulvies and by the allotment of Anglo-Persian scholarships chargeable to the Mohsin Fund.

317. The exact amount of this Fund available for educational purposes is at present the subject of investigation, but it has been roughly estimated at between Rs. 55,000 and Rs. 56,000. The following statement shows the present distribution of the income from the Endowment:—

	Rs.
Assignments to four madrassas	27,600
Ditto to branch madrassa at Joraghat	480
Ditto for payment of two-thirds fees in colleges and schools, and part payment of Arabic and Persian teachers	18,580
Mohsin scholarships	9,072
Assignment to the Sylhet zillah school	800
Total	56,532

Considerable savings occur in the expenditure from these assignments; and a scholarship of Rs. 2,000 was granted in the course of the year to Syed Hossein, son of Moulvi Zainuddin Hossein, a well-known Mahomedan gentleman of Patna, to enable the former to visit England, where he desired to prosecute his studies.

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318. The following is a complete list of the present Mohsin scholarships :—

A.—Madrassa (Arabic) Scholarships.

		Rs.	Rs.
Calcutta	4 scholarships at Rs. 10 for one year	480	
	4 " " 8 "	384	
	4 " " 6 "	288	
	4 " " 4 "	192	
			1,344
Chittagong ...	2 " " 6 "	144	
	2 " " 5 "	120	
	2 " " 4 "	96	
	2 " " 3 "	72	
			432
Hooghly ... } each	2 " " 8 "	192	
Dacca ... }	2 " " 6 "	144	
Rajshahye ... }	2 " " 4 "	96	
		432 × 3 =	1,296
	Total Arabic scholarships ...		3,072

B.—School (English) Scholarships.

		Rs.	Rs.
Calcutta Madrassa, Anglo-Persian Department.	3 scholarships at Rs. 5 for one year	180	
	3 " " 4 "	144	
	3 " " 3 "	108	
Branch school ...	4 " " 3 "	144	
			576
Hooghly ...	3 " " 5 "	180	
	3 " " 4 "	144	
	3 " " 3 "	108	
			432
Dacca ... } each	2 " " 5 "	120	
Rajshahye ... }	2 " " 4 "	96	
Chittagong ... }	2 " " 3 "	72	
		288 × 3 =	864
	Total School scholarships		1,872

C.—Additional English Scholarships.

		Rs.	Rs.
Dacca ...	2 scholarships at Rs. 5 for one year	288	
	2 " " 4 "		
	2 " " 3 "		
Rajshahye ...	2 " " 3 for four years	288	
Chittagong ...	2 " " 4 for three years	288	
	Total additional scholarships ...		864

D.—Senior Scholarships open to all Colleges.

	Rs.	Rs.
1 scholarship at Rs. 16 for two years	384	
2 scholarships " 14 "	672	
2 " " 12 "	576	
Total senior scholarships ...		1,632

Junior Scholarships.

		Rs.	Rs.
Calcutta Madrassa, Anglo-Persian Department ...	2 scholarships at Rs. 10 for two years ...	480	
Hooghly ...	2 " " 8 " ...	384	
Dacca ...	2 " " 8 " ...	384	
Chittagong ...	1 " " 8 " ...	192	
Rajshahye ...	1 " " 8 " ...	192	
	Total junior scholarships ...		1,632
	Grand total of Mohsin scholarships ...		9,072

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319. The central examination of all the Madrassas was held in November. The following table shows the number of candidates and the results of this examination for each Madrassa:—

Central Examination of Madrassas, 1878.

CLASSES.	Madrassa.	Number of candidates.	NUMBER WHO PASSED IN—			Total number passed.
			1st division.	2nd division.	3rd division.	
4th year class	Calcutta	17	9	3	4	16
	Dacca	4	3	1	......	4
3rd year class	Calcutta	20	6	2	4	12
	Dacca	5	3	1	......	4
	Hooghly	6	2	3	......	5
	Chittagong	5	3	1	......	4
2nd year class	Calcutta	25	5	1	2	8
	Dacca	12	......	3	4	7
	Chittagong	8	1	4	2	7
	Rajshahye	5	4	1	......	5
1st year class	Calcutta	24	5	2	9	16
	Dacca	18	5	4	6	15
	Chittagong	15	......	1	5	6
	Rajshahye	3	2	1	......	3
	Total ...	167	48	28	36	112

It will be seen from the above table that out of 167 candidates present at the examination 112 passed, of whom 48 were placed in the first, 28 in the second, and 36 in the third division. These results compare favourably with those of the previous year, in which out of 161 candidates 86 only were successful, who were classed as follows—52 in the first, 21 in the second, and 13 in the third division.

320. *Calcutta Madrassa.*—The serious loss which the Madrassa suffered in the death of Mr. H. Blochmann, the late Principal, was the subject of notice by Government in the Resolution on last year's report. In August 1878 Mr. A. E. Gough succeeded to the Principalship.

The number of students on the rolls of the Madrassa and its branch school on the 31st March 1879 was 1,015, against 1,012 in 1878. There is a slight but steady increase from year to year. Of the pupils, 223 belonged to the Arabic department, 393 belonged to the Anglo-Persian department, 399 to the Colinga Branch School.

Of the 1,015 pupils, 653 study English as well as Oriental languages, and the rest Oriental languages only. The students of the Arabic department are without exception Sunnis; in the Anglo-Persian department there are 18 Shiahs, and 2 Shiahs out of 399 pupils in the Branch School. Forty-two of the students are boarders.

The total expenditure was as follows:—

	Rs.
Arabic Department	9,174
Anglo-Persian Department	16,900
Colinga Branch School	5,279
Total ...	31,353

The fees amounted to Rs. 6,902. The annual grant for the Madrassa has been reduced since the beginning of the year to Rs. 33,000.

Arabic Department.—The annual examination of the senior classes was conducted by the central board of examiners for Madrassas. Out of 86 candidates, 52 passed. In the junior examination 41 candidates out of 66 passed.

Anglo-Persian Department.—Twenty-four candidates appeared at the Entrance examination, of whom 8 passed, one being placed in the first division.

321. *Hooghly Madrassa.*—The number on the rolls is the same as that of last year, 23, and the average daily attendance was 14. The Principal of the College remarks that the madrassa has been going on in this weak way for some years past, the numbers on the rolls remaining much the same. The Joraghat Branch Madrassa, with a roll number of 55 students, will probably in a few years be far enough advanced to supply pupils to the Hooghly Madrassa, having been established with that object. At the annual examinations six students of the senior third-year class and five of the junior competed for scholarships, of which five were awarded to the senior candidates and one to a junior. There are at present no students in the third, second, or first-year

classes of the senior department. The expenditure, consisting only of the salaries of the moulvies, was Rs. 1,740.

322. *Rajshahye Madrassa.*—The number on the rolls has risen from 45 to 51 during the year, an increase attributed to improved health in the town. An additional class has been added during the year, as well as an Anglo-Persian class, which has been joined by seven of the pupils. Of the total of 51, 22 are boarders, 14 are day-scholars, and the remainder (15) pay Rs. 2 a month each for board and lodging. The first and second classes were examined by the central board, the rest (two) by examiners appointed by the Director; and the lower classes by local examiners. Some preparations have been made towards the erection of the pucca building.

All the pupils were Mussulmans, 41 belonging to the middle and 10 to the lower classes.

323. *Dacca Madrassa.*—In connexion with this institution no changes of any importance have to be recorded for the year under review. The new building is progressing, but it is not expected that it can be finished before the end of the current year. No change has taken place in the instructive staff, but two of the teachers have been graded. The Superintendent has been placed in the 3rd, and the 2nd Moulvi in the 7th grade of the new subordinate educational service. The number on the roll on the 31st March 1879 was 195, of whom 28 were boarders; average daily attendance 122. The Arabic classes are seven in number, and the English five. The Arabic courses are modelled on that of the Calcutta madrassa, and the courses for the English classes correspond with that of the Dacca collegiate school; but the highest class (English) of the madrassa only corresponds with the 4th class of the collegiate school. The results of the different annual examinations were very satisfactory. Thirty-nine candidates from the madrassa appeared in the Arabic (central) examination; of these 30 passed, 11 in the first, 10 in the second, and nine in the third division. The result of the English examination (conducted by Mr. Pope, Dr. Roy, and Babu Mathura Nath Chattopadhya) was also highly satisfactory. From the five English classes 61 candidates presented themselves, and of these 48 passed, the first class accomplishing the result of passing all its boys—eight in number. The madrassa receives a fixed yearly income of Rs. 10,000 from the Mohsin Fund, and the receipts from fees and fines for the year under review amounted to Rs. 289-10-9. The expenditure amounted to Rs. 9,724-9-6, leaving a surplus of Rs. 565-1-3.

324. *Chittagong Madrassa.*—The number on the roll was 126, including 25 boarders, as against 133 in the preceding year. The slight falling off is attributed by the Superintendent to an alteration which has been made in the Madrassa classes. This was formerly a second grade Madrassa, its highest class corresponding to the fourth class of the Calcutta Madrassa. The standard of studies has gradually been raised until the course read on the highest class is now identical with that read in the highest class of the Calcutta Madrassa. The number of classes, however, has not been increased, so that the course read in the lowest class is somewhat difficult for beginners. The establishment of a school as a feeder to the Madrassa seems to be required. The result of the annual central examination was satisfactory: 28 students from the three senior classes appeared in the examination, of whom 17 passed—four in the first, six in the second, and seven in the third division. The result of the local examination was very unsatisfactory: 45 candidates appeared in the examination, of whom 16 passed. The examination of the English classes was conducted by the Deputy Magistrate. The result was unsatisfactory. The examiner observes:—"The progress the boys have made in English is very far from what it should have been." On this Mr. Cotton observes:—"The zillah school attracts boys wishing to get a good knowledge of English. The teaching staff consists of five teachers and six classes. The Superintendent complains with some reason that the establishment is numerically weak." The classes are still accommodated in a bungalow. The head-master hopes that the repairs to the new building will be completed by May 1879, but Mr. Cotton thinks that this expectation is too sanguine.

325. SANSKRIT TITLE EXAMINATION.—In the early part of the year 1878 I proposed to Government that, with a view to encourage the study of Sanskrit among private students and to give formal recognition to the proficiency they

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might show, an examination should be held in the four subjects of Kavya or General Literature, Smriti or Law, Darsana or Philosophy, and the Vedas, and that certificates, signed by the Director of Public Instruction and the Principal of the Sanskrit College, should be given to successful candidates. Sanction having been given to the above proposal, the first examination was held in April last. In order to extend the influence of the examination as widely as possible and to recognise the interest taken in it throughout Bengal, the examiners were not appointed (as originally proposed) from among the Professors of the Sanskrit College alone, but were selected from many parts of the province.

326. The following is a list of the subjects in which candidates presented themselves for examination, showing the number of candidates and the number who passed:—

Subjects of examination.	Number of candidates.	Number passed.
Kavya or Literature	12	7
Smriti or Law (modern)	18	6
Darsana or Philosophy—		
(a) Logic	12	8
(b) Nyaya Philosophy	6	2
(c) Vedanta Philosophy	2	1
(d) Sankhya and Patanjala Philosophy	2	...
Total ...	52	24

To the 24 successful candidates certificates were granted, and Sanskrit titles were conferred on them, such as Kaviratna, Smritibhushan, Tarkasastri, Nyayalankara or Vedantabagisa, showing in each case the subject in which they were proficient. The names of the successful candidates were published in the Gazette, and in cases where the candidate had been under the instruction of any teacher, the name of the teacher was given also.

327. It would be perhaps premature to speak with any confidence as to the success of the scheme. The following extract, however, may be quoted from the report on the examination received from Pundit Mohesh Chandra Nyayaratna, Principal of the Sanskrit College:—"From the number of candidates that came up to the very first examination held, and the eagerness displayed by both teachers and pupils, one may be induced to hope that ere long this examination will be one of the most popular institutions of the country."

VII.—SCHOLARSHIPS.

SCHOLARSHIPS.

328. The various grades of scholarships have been generally treated in relation to the classes of schools to which they are attached; but a complete list of the scholarships offered by the Government is here appended:—

Class of Scholarships.	Sanctioned grant.	Actual expenditure in 1878-79.
	Rs.	Rs.
Senior	23,466	24,986
Junior	41,724	43,186
Middle English	50,000	11,812
" Vernacular		34,350
Lower	15,000	12,024
Primary	17,100	13,337
Girls	1,710	168
Civil Engineering (graduate)	6,000	5,463
Medical College	4,800	5,068
Mohsin	9,072	9,072(a)
Sanskrit College	2,832	2,832(a)
Art School	1,200	1,200(a)
Total ...	1,72,904	1,63,498

(a) Conjectural.

The Sanskrit College and Art School scholarships are awarded by the Principals of these institutions. No statement of expenditure has been returned. The detailed distribution of the Mohsin scholarships has already been given under the head of 'Madrassas.'

VIII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

329. I am not sure in what manner I am expected to treat this section of the report, to which from time to time in previous years a paragraph has been given. In Bengal the subject has at the present time little significance. None but educated persons can hope to enter the public service in any except its menial branches. The Government, the High Court, and all the great dispensers of patronage in appointments, are year by year raising the standard of educational qualifications which they require from candidates. I have in previous reports expressed my high opinion of those students, as a body, who read to the standard of the M.A. degree; and this is a class of students which, I am glad to see, is being more and more fully employed in all departments of Government.

IX.—SCHOOL BOOKS.

SCHOOL BOOKS.

330. The reply of Government to the recommmendations of the Simla Text Book Committee endorsed and emphasised the position that "independent provincial effort," rather than "centralised imperial control," was the safest guide to follow in regard to this subject. The advantanges of such a course in stimulating local effort were held to be so obvious, and its results, at any rate in Bengal, to have been hitherto so satisfactory, that no further arguments were needed to support the position which the Committee had taken up. In Bengal school-books in abundant quantity issue from the press without any need of Government assistance; and all that is needed is the maintenance of a Committee, such as for the last three or four years has been doing such useful work in this relation, to select from the class of books offered to it a long list of all that are of sufficient merit to justify their introduction into schools, the further selection from that list being left to the local authorities who may be from time to time entrusted with that duty. In Behar and Orissa the circumstances are as yet different, and I subjoin the accounts given by the Inspectors of these circles, showing the progress that has been and is still being made.

331. The Inspector of the Behar Circle writes nearly as follows:—"My predecessor formed the idea of getting Bengali school books translated into Hindi for the use of Behar schools. He brought out *Bidya-ke-neo*, a translation of the Bengali *Bodhodaya*. On my assuming charge I followed his course, and the result has been some success.

"Having obtained the disposal of certain sums of money from the primary assignments of the different districts, this office has been able to bring about the preparation and publication of eleven* useful school books in *Nagri* and *Kaithi*, books which have met a long-felt want of the schools of Behar.

"The books which have now been prepared in Hindi are almost all of them (with the exception of two) translations of some of the popular school books in Bengali, which are themselves compilations and adaptations from English works.

"There can be no doubt that Bengal, which has taken the lead in English education, has likewise produced the most useful school books in its own vernacular; and experience has proved to me, what indeed might have been inferred from the nature of things, that to translate from Bengali into Hindi would prove the easiest and best means of getting school books for Behar.

"But the supply of the books now obtained in Hindi, although by no means small, is yet not anything like equal to our actual wants; and I would therefore continue in the course which has yielded such hopeful results, most carefully avoiding the delay which has been prohibited in Government orders on the subject. Indeed it seems to me that although Government prohibited money to be held for long periods with the object of purchasing or getting prepared books for prizes and school use, yet that the

* (1) *Desi Lekha Jokha* by Shyam Behari Lal. Compilation.
(2) *Vidya-ke-neo*, from Bengali *Bodhodaya*, by Iswar Chandra Vidyasagar.
(3) Ditto into Kaithi character.
(4) History of Subah Bengal (Bengal, Behar, and Orissa) from Bengali, by Raj Krishna Mookerjea.
(5) *Bostu Bichar*, from the Bengali *Bostu Bichar*, by Ram Gati Nyaratna.
(6) History of India, from Bengali, by Ram Gati Nyaratna.
(7) *Sharir Palan*, from Bengali, by Jodu Nath Mookerjea.
(8) Ancient History, from Bengali, by Bhoodeb Mookerjea.
(9) Natural Philosophy, from Bengali, by Akhaya Kumar Dutta.
(10) Physical Geography, from Bengali, by Radhika Prasanna Mookerjea.
(11) *Khetnap Vidya* in Kaithi characters, by Gopi Lal. (Compilation.)

SCHOOL BOOKS.

prohibition applied not at all to the principle under which action was being taken, but only to the length of time that had elapsed before effect had been given to the principle. This delay I may now assure you attended only the commencement of an important measure, and, so far as I can judge, is not likely to affect our operations for some time to come. Competent authors are coming up with offers to translate school books from Bengali into Hindi; and such able scholars as Professor Chhatu Ram Tewari, Babu Kali Kumar Mittra, and Pundit Badri Nath Tewari* have kindly consented at my request not merely to examine and report upon the manuscript translations that may be submitted to them, but actually to take the pains to correct them or re-write them in part if necessary, to fit them for publication. You can well understand what amount of trouble this work would entail upon them; but they have already carried on such work with perfect willingness, and I have every confidence in their perseverance."

* Moulvie Abdul Ali, decidedly the first Arabic scholar in Behar, has since been added to the committee.

332. I regarded it as most satisfactory and full of promise for the future of Behar that so much judgment has been shown in the selection, and so much energy in the preparation of books suited for use in the schools of the province. The measures proposed or adopted by the Inspector for continuing the supply of school-books had my full approval, and I was glad to have the opportunity of offering my cordial thanks to the gentlemen who had so efficiently seconded the Inspector in his useful labours.

333. Besides the 11 books already noticed as brought out or in the press, the preparation of eight more has been undertaken, and some of them very nearly finished. These are—

(1) History of England, by Bhoodeb Mookerjea.
(2) Art of Teaching, by ditto ditto.
(3) Chemistry, by Jadub Chunder Bose.
(4) Botany, by Jadu Nath Mookerjea.
(5) Geography, by Tarini Churn Chatterjea.
(6) Prakritipath, by Rajkrishna Rai Chowdhuri.
(7) Geometry, Book I, with notes (compilation from Pott, Todhunter, and Cassel, &c).
(8) Bhashabodhini, Part II, in uniform Kaithi (now in the press).

334. The Joint-Inspector of Orissa makes the following remarks regarding Ooriya text-books:—

"This is a subject which demands serious attention of the educational authorities, and I am glad of an opportunity to express my views with reference to it. In Orissa we owe the existence of a series of school-books partly to native enterprise and partly to the encouragement offered to authors by Government and by the Maharajah of Dhenkanal. The patronage derived from the latter sources seems in most cases to have been judiciously distributed.

"There is hardly any school-book in Bengal worth the name on subjects other than literary which does not get itself translated into Ooriya in some shape or other. The two languages are so alike each other that even authors of very poor abilities find it profitable to write books, and clandestine translation has been for some years past the order of the day. A healthy reaction has now set in, and there are already symptoms of preference being shown to original works, though in some respects of inferior merit to translations which they are intended to supersede.

"It is unnecessary on our part to do anything more than we have already done towards supplying books, which may now be safely left to the natural laws of supply and demand. Such, for instance, are books used in middle, lower, and primary schools; but some artificial stimulus is necessary to bring about works intended for use in the higher class normal school at Cuttack. For these latter it is impossible to expect that there should be any general demand.

"We ought to encourage the production of atlases and dictionaries. As yet I am unaware of an atlas in Ooriya. The dictionaries extant are hardly on a level with the requirements of improved modern teaching. Something should be done towards getting a supply of good maps in Ooriya. Want of good maps has always been a crying defect in our middle and lower class schools.

SCHOOL BOOKS.

"In this connection I deem it my duty to suggest the expediency of having an educational journal in Ooriya for the benefit of teachers attached to vernacular schools of all classes. Such a journal once appeared in 1873, but it died out after lasting a year for want of Government support.

"All the four parts of the work intended for use in pathsalas have been published; and, in addition to this, a cheaper edition has appeared of the Zemindari Sherista, a work highly popular with the rural people.

"Rewards have also been offered for an Ooriya grammar and a history of Orissa. The former has already been published.

"In closing I may remark that there is no room for complaint in connection with the supply of school-books as far as primary, lower, and middle schools are concerned, and that our attention should now be directed to supplying the wants above indicated.

"There are very few special books for use in girls' schools. Kumar Boikunth Nath Dé has brought the first part of his 'Balikapth,' which is the only work of its kind in Ooriya. Rewards ought to be offered by Government for production of works in Ooriya similar to 'Susilar Upakhan,' 'Shishupalan,' &c., in Bengali, bearing specially on matters connected with household economy."

A. W. CROFT,

Director of Public Instruction.

Return of Attendance in Colleges and Schools for General and Special Instruction as on 31st March in the years 1878 and 1879.

Colleges and Schools for General Instruction.	Number of colleges and schools as on 31st March		Number of pupils as on 31st March	
	1878.	1879.	1878.	1879.
Colleges and Schools receiving State Grants.				
Superior Instruction—				
Colleges affiliated to the University in Arts—				
Government colleges	12	12	1,082*	1,067
Private colleges, aided	6	6	701	640
Total ...	18	18	1,783	1,707
Secondary Instruction—				
Higher English Schools—				
Government schools	48	48	12,875	13,236
Private schools, aided	84	85	9,383	8,894
Total ...	132	133	22,258	22,130
Middle English Schools—				
Government schools	7	6	1,037	820
Private schools, aided	453	422	24,906	24,387
Total ...	460	428	25,943	25,207
Middle Vernacular Schools—				
Government schools	177	172	10,017	9,305
Private schools, aided	830	783	39,406	38,601
Total ...	1,007	955	49,423	47,906
Lower Vernacular Schools—				
Government schools	10	13	354	757
Private schools, aided	1,536	1,474	53,858	50,638
Total ...	1,546	1,487	54,212	51,395
Primary Instruction—				
Government primary schools	12	10	810	207
Private schools, aided (including circle primaries) ...	16,030	23,028	360,012	446,601
Total ...	16,042	23,038	360,822	446,808
Instruction for Females—				
Government schools	1	2	140	270
Private schools, aided (including zenana agencies) ...	445	469	9,985	10,464
Total ...	446	471	10,125	10,734
Grant-in-aid Schools for European and other Foreign Races.				
Schools for boys	8	8	1,637	1,617
Schools for girls	11	12	991	1,115
Mixed schools	18	18	786	892
Total ...	37	38	3,414	3,624
Total of Colleges and Schools for General Instruction receiving State Grants	19,688	26,568	527,480	609,571
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts	1†	2‡	220	256
Secondary Instruction—				
Higher English schools	44	63	9,430	13,903
Middle ditto ditto	112	112	5,675	6,283
Ditto Vernacular ditto	80	106	3,811	4,701
Lower ditto ditto	58	54	1,800	1,996
Primary Instruction—				
Pathsalas, Tols, and Maktabs	6,084	6,232	86,260	84,106
Instruction for Females—				
Girls' schools	73	72	1,839	2,043
Unaided Schools for European and other Foreign Races.				
Boys' schools	3	4	492	555
Girls' ditto	2	2	100	106
Mixed ditto	7	3	514	292
Total of Colleges and Schools for General Instruction receiving no aid from the State.	6,464	6,650	110,141	114,331
Grand Total of Colleges and Schools for General Instruction.	26,152	33,218	637,621	723,902

* Exclusive of 15 out-students at the Patna College. † The Metropolitan Institution.
‡ The Metropolitan Institution and Lamartinière College.

***Return of Attendance in Colleges and Schools for Special Instruction as on* 31*st March in the years* 1878 *and* 1879.**

COLLEGES AND SCHOOLS FOR SPECIAL INSTRUCTION.	Number of Colleges and Schools as on 31st March		Number of pupils as on 31st March	
	1878.	1879.	1878.	1879.
SPECIAL INSTRUCTION—				
Law Departments affiliated to the University	5	5	310	227
Medical College, English Department, affiliated to the University.	1	1	145	208
Engineering Department, Presidency College, affiliated to the University.	1	1	87	89
Madrassahs, Government	5	6	611	673
Ditto, Unaided	....	1	....	20
Campbell Medical School, Sealdah	1	1	326	290
Vernacular ditto ditto, Patna	1	1	185	174
Ditto ditto ditto, Dacca	1	1	143	112
Ditto ditto ditto, Cuttack	1	1	32	33
School of Art	1	1	89	76
Survey Vernacular Schools	4	4	160	165
Other Technical ditto, Government	4	4	148	149
Ditto ditto ditto, Aided	....	1	......	11
Ditto ditto ditto, Unaided	2	2	91	187
Normal Schools for Masters—				
Government Normal Schools	24	18	671	565
Aided ditto ditto	11	10	714	802
Normal Schools for Mistresses—				
Aided Normal Schools	4	2	61	24
Total of Colleges and Schools for Special Instruction ...		60	3,779	3,805
Grand Total of Colleges and Schools for General and Special Instruction	26,218	33,278	641,400	727,707

Return of Receipts and Expenditure of Educational Establishments for the year ending 31st March 1879.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENT.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
SUPERIOR INSTRUCTION—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	......	......	24,261	600	......	......	63,808	1,420	90,089	86,424
Colleges or departments of colleges affiliated to the University in Arts—										
Government colleges	2,08,716	......	9,237	10,265	......	......	91,791	133	3,20,142	3,20,142
Private colleges, aided ...	24,189	......	9,846	20,833	......	......	34,494	31,253	1,20,615	1,20,615
Total ...	2,32,905	......	19,083	31,098	......	......	1,26,285	31,386	4,40,757	4,40,757
Scholarships held in colleges—										
Senior	24,986	......	......	......	......	......	......	......	24,986	24,986
Junior	43,186	......	......	......	......	......	......	......	43,186	43,186
Endowed...	......	......	12,144	......	......	......	......	......	12,144	12,144
Total ..	3,01,077	......	31,227	31,098	......	......	1,26,285	31,386	5,21,073	5,21,073
SECONDARY INSTRUCTION—										
Higher English schools—										
Government schools	1,26,217	......	11,674	9,078	402	1,452	2,47,894	5,544	4,02,261	3,90,418
Private schools, aided ...	48,562	......	3,595	58,067	3,606	......	74,240	2,216	1,90,295	1,88,100
Middle English schools—										
Government schools	9,771	......	......	100	......	......	6,259	......	16,130	16,130
Private schools, aided ...	1,17,803	......	1,876	1,38,894	5,610	94	81,916	3,716	3,49,909	3,44,197
Middle vernacular schools—										
Government schools	48,317	......	21	3,614	240	144	22,995	358	75,689	75,689
Private schools, aided ...	1,01,959	......	1,200	85,097	2,278	325	80,273	6,889	2,78,220	2,76,169
Lower vernacular schools—										
Government schools	1,631	......	......	69	......	......	175	76	1,951	1,951
Private schools, aided ...	74,616	332	4	20,301	1,048	612	50,428	5,678	1,52,919	1,52,519
Grant-in-aid schools for European and other foreign races—										
Schools for boys	23,112	......	15,027	9,232	......	......	83,614	3,386	1,34,371	1,27,845
Mixed schools	14,220	......	88	8,356	920	......	17,785	2,195	43,564	42,857
Scholarships held in schools for secondary instruction—										
Middle English	11,812	......	......	......	......	......	......	......	11,812	11,812
Middle vernacular	34,350	......	......	......	......	......	......	......	34,350	34,350
Lower vernacular	12,024	......	......	......	......	......	......	......	12,024	12,024
Primary	13,337	......	......	......	......	......	......	......	13,337	13,337
Endowed or private	......	......	3,674	......	......	......	......	......	3,674	3,674
Total ...	6,37,731	332	37,258	3,33,308	14,104	2,627	6,65,588	29,558	17,20,508	17,00,072
PRIMARY INSTRUCTION—										
Primary vernacular schools—										
Government	1,081	......	......	......	......	......	24	10	1,115	1,115
Aided (including primaries aided from the Circle and Primary Funds)	2,87,368	4,797	418	80,215	2,501	2,224	5,75,917	54,493	10,07,933	10,07,911
Total ...	2,88,449	4,797	418	80,215	2,501	2,224	5,75,941	54,503	10,09,048	10,09,026
INSTRUCTION FOR FEMALES—										
Government schools	12,335	......	......	319	......	......	2,276	238	15,168	15,168
Private schools, aided ...	66,024	......	40,766	77,640	1,630	84	24,111	21,707	2,31,962	2,25,981
Total ...	78,359	......	40,766	77,959	1,630	84	26,387	21,945	2,47,130	2,41,149
Scholarships held in girls' schools—										
Girls' scholarships	168	......	......	......	......	......	......	......	168	168
Total ...	78,527	......	40,766	77,959	1,630	84	26,387	21,945	2,47,298	2,41,317
Total for General Instruction ...	13,05,784	5,129	1,33,030	5,23,180	18,235	4,935	14,58,009	1,38,812	35,88,014	35,57,912
SPECIAL INSTRUCTION—										
Law departments affiliated to the University	992	......	......	......	......	......	25,881	......	26,873	24,816
Scholarships held in ditto	......	......	240	......	......	......	......	......	240	240
Medical College, English Department, affiliated to the University	1,59,326	......	......	......	......	......	11,657	......	1,70,983	1,70,983
Scholarships held in ditto ...	5,068	......	816	......	......	......	......	......	5,884	5,884
Engineering department of the Presidency College, affiliated to the University..	34,882	......	......	......	......	......	6,074	......	40,956	40,956
Scholarships held in ditto ...	5,463	......	169	......	......	......	......	......	5,632	5,632
Madrassahs	32,853	......	......	......	......	......	2,333	......	35,186	35,186
Medical vernacular schools ..	70,550	......	......	......	......	......	16,180	546	87,276	87,276
School of Art	18,144	......	......	......	......	......	1,765	......	19,909	19,909
Survey vernacular schools ..	8,833	......	123	......	......	......	1,072	......	10,028	10,028
Other technical schools—										
Government	17,664	......	......	......	......	......	......	13,734	31,398	31,398
Aided	......	......	......	141	......	......	25	......	166	166
Normal Schools for Masters—										
Government normal schools	59,065	255	......	......	......	293	653	......	60,266	60,266
Aided normal schools ...	10,041	......	......	21,189	......	......	109	3,898	[illegible],237	30,384
Normal Schools for Mistresses—										
Aided Normal Schools ...	3,155	......	......	4,407	......	......	2,597	......	10,159	10,159
Total for Special Institution ...	4,26,036	255	1,348	25,737	......	293	68,346	18,178	5,40,198	5,33,315

Return of Receipts and Expenditure of Educational Establishments for the year ending 31*st March* 1879—concluded.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
NATURE OF ESTABLISHMENTS.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MISCELLANEOUS—										
Charges for schools abolished during the year	35,708	127	......	1,507	127	352	2,295	213	40,329	40,329
Charges incurred in the Public Works Department on Government buildings ..	......	......	.. ..	......	......	......	......	......	......	......
Charges for petty constructions and repairs	1,316	......	... ..	......	......	......	......	......	1,316	1,316
Ditto, minor works	1,922	....	......	......	......	... ..	......	......	1,922	1,922
Grant to School Book Society	6,270	. ....	.....	......	......	......	......	......	6,270	6,270
Grant to *Education Gazette*	3,600	......	......	... ..	......	......	......	......	3,600	3,600
Grant to useful publications..	661	.... .	......	.....	......	......	.... .	......	661	661
Passage and outfit for Gilchrist scholars	1,000	... ..	......	... ..	......	......	......	. ....	1,000	1,000
Scholarship examination charges	610	......	......	......	......	......	5,555	......	6,195	6,195
Normal school examination charges	576	......	.. ...	......	......	......	......	......	576	576
Sundries	6,372	... ..	... ..	3,450	......	.....	.....	.... .	9,822	9,822
Total of Miscellaneous ...	58,065	127	......	4,957	127	352	7,850	213	71,691	71,691
SUPERINTENDENCE—										
Direction	45,828	.....	......	......	......	......	......	......	45,828	45,828
Inspection	3,36,543	. . .	......	......	.....	......	......	......	3,36,543	3,36,543
Total of Superintendence ...	3,82,371	......	......	......	......	......	... ..	......	3,82,371	3,82,371
GRAND TOTAL ...	21,72,256	5,511	1,35,278	5,53,874	18,362	5,580	15,34,205	1,57,203	45,82,269	45,45,287

Abstract Return of the Class of Instruction in Government, Aided, and Unaided Schools for 1878-79.

Nature of Establishment.	Number of schools.	Number of pupils on the rolls on 31st March.	Upper Stage. Comprising pupils who have reached a standard equivalent to that of admission to the 1st and 2nd class of a school teaching the University Entrance Course.			Middle Stage. Comprising all pupils who are neither in the upper nor in the primary stage.			Primary Stage. Comprising pupils who have not passed beyond the primary scholarship standard. Can read, write, and understand easy sentences in their mother-tongue.			Primary Stage. Comprising pupils who have not passed beyond the primary scholarship standard. Cannot read, write, and understand easy sentences in their mother-tongue.			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Normal Schools—																	
For masters	28	1,367	248	......	248	511	61	572	331	88	419	104	24	128	1,194	172	1,367
For mistresses	2	24	......	16	16	......	8	8	......	......	......	......	......	......	......	24	24
Madrassahs	6	*470	236	......	236	136	......	136	78	......	78	20	......	20	470	......	470
Technical schools	15	1,121	490	......	490	448	......	448	146	......	146	37	......	37	1,121	......	1,121
Schools for Native Boys—																	
Higher English	196	36,033	6,618	......	6,618	19,289	1	19,290	8,041	......	8,041	2,084	......	2,084	36,032	1	36,033
Middle English	540	31,490	35	......	35	12,044	29	12,073	12,379	59	12,438	6,849	95	6,944	31,307	183	31,490
Middle vernacular	1,162	53,512	79	......	79	16,951	26	16,977	19,556	135	19,691	16,342	423	16,765	52,928	584	53,512
Lower vernacular	1,555	53,549	......	......	......	6,948	16	6,964	21,298	322	21,620	23,892	1,073	24,965	52,138	1,411	53,549
Primary	29,155	530,001	246	......	246	6,364	18	6,352	194,884	2,088	196,972	319,648	6,753	326,401	521,142	8,859	530,001
Schools for Native Girls—																	
English	5	363	......	8	8	1	87	88	3	99	102	6	159	165	10	353	363
Vernacular	538	12,414	......	13	13	1	1,299	1,300	44	3,950	3,994	225	6,882	7,107	270	12,144	12,414
Schools for European and other Foreign Races—																	
Boys' schools	12	2,172	330	......	330	934	......	934	656	......	656	252	......	252	2,172	......	2,172
Girls' schools	14	1,221	......	24	24	3	459	462	21	445	466	5	264	269	29	1,192	1,221
Mixed schools	21	1,184	10	38	48	209	236	445	149	318	467	114	110	224	482	702	1,184
Total ...	33,249	724,921	8,292	99	8,391	63,839	2,240	66,079	257,586	7,504	265,090	369,578	15,783	385,361	699,295	25,626	724,921

* No return of 223 pupils from Calcutta Madrassah.

Return of Social Position and Creed of Pupils in the Colleges for General Instruction for the year ending 31st March 1879.

	Number of institutions.	Number of pupils on the rolls on the 31st March 1879.	Hindus. Brahmans and Rajputs. Upper classes of society.	Middle classes.	Lower classes.	Total.	Kayasths and Baidas. Upper classes of society.	Middle classes.	Lower classes.	Total.	Lower castes. Upper classes of society.	Middle classes.	Lower classes.	Total.	Total. Upper classes of society.	Middle classes.	Lower classes.	Total.	Mussulmans. Upper classes of society.	Middle classes.	Lower classes.	Total.	Christians. Upper classes of society.	Middle classes.	Lower classes.	Total.	Others. Upper classes of society.	Middle classes.	Lower classes.	Total.	Total. Upper classes of society.	Middle classes.	Lower classes.	Total.
COLLEGES, GENERAL—																																		
Government—																																		
Presidency College	1	349	6	119	...	125	9	146	...	155	3	53	...	56	18	318	...	336	3	4	...	7	1	5	...	6	...	...	...	...	22	327	...	349
Sanskrit "	1	35	3	16	...	19	1	15	...	16	...	...	...	...	4	31	...	35	...	...	...	...	...	...	...	...	...	...	...	...	4	31	...	35
Hooghly "	1	180	3	66	...	69	4	66	..	70	1	19	...	20	8	151	...	159	...	18	...	18	...	3	...	3	...	...	...	...	8	172	...	180
Dacca "	1	146	1	27	14	42	2	68	20	90	...	4	4	8	3	99	38	140	...	4	2	6	...	...	...	...	...	1	...	1	3	103	40	146
Krishnaghur "	1	79	1	41	4	46	1	18	2	21	...	8	3	11	2	67	9	78	...	...	...	...	...	...	...	...	...	1	...	1	2	68	9	79
Berhampore "	1	26	...	12	...	12	...	11	...	11	...	3	...	3	...	26	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	26
Patna "	1	114	2	20	...	22	8	50	2	60	1	10	...	11	11	80	2	93	1	18	1	20	...	1	...	1	...	...	...	...	13	99	3	114
Cuttack "	1	36	1	3	..	4	..	23	1	24	...	3	...	3	1	29	1	31	...	2	...	2	1	2	...	3	...	...	...	...	2	33	1	36
Rajshahye "	1	59	...	38	...	38	...	16	...	16	...	5	...	5	...	59	...	59	...	...	...	...	...	...	...	...	...	...	...	...	...	59	...	59
Midnapore "	1	21	...	4	...	4	..	7	...	7	1	8	...	9	1	19	...	20	...	1	...	1	...	...	...	...	...	...	...	...	1	20	...	21
Chittagong "	1	13	...	2	...	2	...	7	...	7	...	1	...	1	...	10	...	10	...	3	...	3	...	...	...	..	...	...	...	...	...	13	...	13
Rungpore "	1	9	...	3	...	3	..	5	...	5	...	1	...	1	...	9	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	9	...	9
Total ...	12	1,067	17	351	18	386	25	432	25	482	6	115	7	128	48	898	50	996	4	50	3	57	2	11	...	13	...	1	...	1	54	960	53	1,067
Aided—																																		
St. Xavier's College	1	94	6	20	...	26	3	21	...	24	...	...	...	...	9	41	...	50	2	14	...	16	7	21	...	28	...	...	...	...	18	76	...	94
Free Church "	1	98	...	31	7	38	...	22	9	31	...	21	4	25	...	74	20	94	...	...	...	...	...	4	...	4	...	...	...	...	...	78	20	98
General Assembly's "	1	296	...	60	34	94	...	89	42	131	...	23	46	69	...	172	122	294	...	...	1	1	...	1	...	1	...	...	...	...	...	173	123	296
Cathedral Mission "	1	73	...	27	...	27	2	43	...	45	...	...	...	...	2	70	...	72	...	...	..	...	...	1	...	1	...	...	...	...	2	71	...	73
London " " Bhowanipore..	1	57	1	21	1	23	...	27	...	27	...	1	1	2	1	49	2	52	...	1	...	1	...	4	...	4	...	...	...	...	1	54	2	57
Doveton "	1	22	...	4	...	4	...	3	...	3	...	...	...	...	...	7	...	7	...	5	...	5	3	7	...	10	...	...	...	...	3	19	...	22
Total ...	6	640	7	163	42	212	5	205	51	261	...	45	51	96	12	413	144	569	2	20	1	23	10	38	...	48	...	...	...	...	24	471	145	640

Return of Social Position of Pupils in Colleges for Special Education, Madrassahs, Medical Vernacular Schools, Survey Vernacular Schools, and the School of Art, for the year ending 31st March 1879.

	Number of institutions.	Number of pupils on the rolls on the 31st March 1879.	Hindus.																Mussulmans.				Christians.				Others.				Total.			
			Brahmans and Rajputs.				Kayasths and Baidyas.				Lower castes.				Total.																			
			Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.	Upper classes of society.	Middle classes.	Lower classes.	Total.
COLLEGES SPECIAL—																																		
LAW—																																		
Presidency College	1	164	2	60	...	62	2	78	...	80	1	19	...	20	5	157	...	162	1	...	...	1	1	...	...	1	...	...	...	...	7	157	...	164
Hooghly "	1	19	2	8	...	10	2	3	...	5	...	3	...	3	4	14	...	18	...	1	...	1	...	...	...	...	...	...	...	...	4	15	...	19
Dacca "	1	17	...	2	...	2	...	11	2	13	...	...	...	...	...	13	2	15	...	1	...	1	...	1	...	1	...	...	...	...	...	15	2	17
Patna "	1	21	...	7	...	7	4	8	...	12	...	...	...	...	4	15	...	19	...	2	...	2	...	...	...	...	...	...	...	...	4	17	...	21
Kishnaghur "	1	6	...	1	...	1	1	3	...	4	...	1	...	1	1	5	...	6	...	...	...	...	...	...	...	...	...	...	...	...	1	5	...	6
Total ...	5	227	4	78	...	82	9	103	2	114	1	23	...	24	14	204	2	220	1	4	...	5	1	1	...	2	...	...	...	...	16	209	2	227
ENGINEERING—																																		
Civil Engineering Department, Presidency College	1	89	1	29	...	30	1	47	...	48	...	5	...	5	2	81	...	83	...	1	...	1	...	5	...	5	...	...	...	...	2	87	...	89
MEDICINE—																																		
Medical College, Calcutta	1	208	...	48	...	48	...	58	...	58	...	30	...	30	...	136	...	136	...	1	...	1	...	71	...	71	...	...	...	...	...	208	...	208
MADRASSAHS—																																		
Calcutta	1	223	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	223	...	223	...	...	...	...	...	...	...	...	...	223	...	223
Hooghly	1	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	13	23	...	...	...	...	...	...	...	...	...	10	13	23
Joraghat	1	55	...	1	...	1	...	2	...	2	...	...	...	...	...	3	...	3	...	25	27	52	...	...	...	...	...	...	...	...	...	28	27	55
Dacca	1	195	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	180	13	195	...	...	...	...	...	...	...	...	2	180	13	195
Chittagong	1	126	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	89	37	126	...	...	...	...	...	...	...	...	...	89	37	126
Rajshahye	1	51	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41	10	51	...	...	...	...	...	...	...	...	...	41	10	51
Total ...	6	673	...	1	...	1	...	2	...	2	...	...	...	...	...	3	...	3	2	568	100	670	...	...	...	...	...	...	...	...	2	571	100	673
MEDICAL VERNACULAR SCHOOLS—																																		
Sealdah	1	290	...	69	34	103	...	80	29	109	...	20	52	72	...	169	115	284	...	4	2	6	...	...	...	...	...	...	...	...	...	173	117	290
Patna	1	174	...	38	...	38	...	18	...	18	...	...	8	8	...	56	8	64	...	108	...	108	...	2	...	2	...	...	...	...	...	166	8	174
Cuttack	1	33	...	12	2	14	...	9	1	10	...	2	3	5	...	23	6	29	...	...	...	...	...	2	2	4	...	...	...	...	...	25	8	33
Dacca	1	112	...	23	...	23	...	85	...	85	...	...	...	...	...	108	...	108	...	3	...	3	...	1	...	1	...	...	...	...	...	112	...	112
Total ...	4	609	...	142	36	178	...	192	30	222	...	22	63	85	...	356	129	485	...	115	2	117	...	5	2	7	...	...	...	...	...	476	133	609
School of Art	1	76	...	22	1	23	...	20	...	20	...	25	1	26	...	67	2	69	...	4	...	4	...	2	...	2	...	1	...	1	...	74	2	76
SURVEY VERNACULAR SCHOOLS—																																		
Hooghly	1	5	...	2	1	3	...	1	...	1	...	1	...	1	...	4	1	5	...	...	...	...	...	...	...	...	...	...	...	...	...	4	1	5
Dacca	1	76	...	9	12	21	...	25	19	44	...	2	6	8	...	36	37	73	...	...	3	3	...	...	...	...	...	...	...	...	...	36	40	76
Patna	1	47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cuttack	1	37	...	8	...	8	...	23	...	23	...	4	2	6	...	35	2	37	...	...	...	...	...	...	...	...	...	...	...	...	...	35	2	37
Total ...	4	165	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Abstract Return of Social Position of the Pupils in Government, Aided, and Unaided Schools for 1878-79.

Nature of Establishment.	1	2	3	4	5	6	7	8	9	10	11	12
			Pupils belonging to the upper classes.					Pupils belonging to the middle classes.				
	Number of schools.	Number of pupils as on 31st March.	Christians.	Hindus.	Mahomedans.	Others.	Total.	Christians.	Hindus.	Mahomedans.	Others.	Total.
Normal Schools—												
For masters	28	1,367	...	...	...	2	2	52	187	12	8	259
For mistresses	2	24	...	...	...	...	...	22	....	... ..	...	22
Technical schools...	*16	1,316	..	4	2	..	6	54	491	335	...	830
Madrassahs	†6	498	...	...	..	..	...	...	3	402	...	405
Schools for Native Boys—												
Higher English	196	36,033	4	1,095	97	11	1,197	193	21,947	1,917	101	24,158
Middle English	540	31,490	...	421	40	3	464	111	12,939	1,509	44	14,603
Middle vernacular	1,162	53,512	...	588	53	...	641	30	16,825	1,551	51	18,457
Lower vernacular	1,555	53,549	1	98	6	...	105	32	10,197	1,025	32	11,256
Primary vernacular	29,155	530,001	...	1,142	178	...	1,320	61	61,455	9,475	525	71,516
Schools for Native Girls—												
English	5	363	5	19	...	2	26	70	147	......	19	236
Vernacular	538	12,414	...	202	7	8	217	169	4,804	61	17	5,051
Schools for Europeans and other Foreign races—												
Boys' schools	12	2,172	97	8	3	9	117	1,413	55	21	41	1,530
Girls' schools	14	1,221	...	...	..		...	520	.... .	.... .	37	557
Mixed schools	21	1,184	167	2	...	1	170	712	......	......	4	716
Total ...	33,250	725,144	274	3,569	336	36	4,265	3,439	129,050	16,308	879	149,676

Nature of Establishment.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	Pupils belonging to the lower classes.					Pupils whose parentage has not been ascertained.					Total of pupils of all classes.				
	Christians.	Hindus.	Mahomedans.	Others.	Total.	Christians.	Hindus.	Mahomedans.	Others.	Total.	Christians.	Hindus.	Mahomedans.	Others.	Total.
Normal Schools—															
For masters	562	260	39	245	1,106	...	...	...	...	...	614	447	51	255	1,367
For mistresses	2	.....	......	......	2	...	...	...	...	...	24	......	......	......	24
Technical schools	22	301	107	... ..	430	...	...	...	...	..	76	796	444	......	1,316
Madrassahs	...	......	93	......	93	...	...	...	...	...	......	3	495	......	498
Schools for Native Boys—															
Higher English	96	9,506	1,027	49	10,678	...	...	...	...	...	293	32,538	3,041	161	36,033
Middle English	307	13,469	2,557	90	16,423	...	..	..	...	...	418	26,829	4,106	137	31,490
Middle vernacular	214	28,043	5,914	243	34,414	...	.	...	...	...	244	45,456	7,518	294	53,512
Lower vernacular	326	33,277	8,079	476	42,158	...	...	...	...	...	359	43,572	9,110	508	53,549
Primary vernacular	2,638	348,392	96,977	9,100	457,107	10	...	...	48	58	2,709	410,989	106,630	9,673	530,001
Schools for Native Girls—															
English	5	95	1	......	101	..	...	...	...	...	80	261	1	21	363
Vernacular	644	5,502	501	177	6,824	322	...	...	...	322	1,135	10,508	569	202	12,414
Schools for Europeans and other Foreign races—															
Boys' schools	423	38	8	8	477	48	...	..	...	48	1,981	101	32	58	2,173
Girls' schools	623	......	1	40	664	...	...	...	...	...	1,143	......	1	77	1,221
Mixed schools	298	......	......	......	298	...	...	...	...	...	1,177	2	......	5	1,184
Total	6,160	438,883	115,304	10,428	570,775	380	..	...	48	428	10,253	571,502	131,998	11,391	725,144

* Inclusive of the Government Madrassah at Dacca with 195 pupils.

† This includes the following Madrassahs:—

1.—Calcutta with ... 223 pupils.
2.—Hooghly with .. 23 ,,
3.—Jorghat with ... 55 ,,
4.—Rajshahye with ... 51 ,,
5.—Chittagong with ... 126 ,,
6.—Sitapore (unaided) . 20 ,,

498 ,,

B.—EDUCATION.

4.—*Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year* 1878-79.

1	2	3	4	5	6	7	8	9	10
DIVISIONS.	NAMES OF DISTRICTS.	Vernacular spoken.	Area in square miles.	Population.	Number of schools.	Number of students on the rolls on the 31st March 1879.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each 1,000 of the population.
BURDWAN	Burdwan	Bengali	3,455	2,034,745	1,627	49,586	2·12	·79	24·36
	Bankoora	Ditto	1,422	526,772	453	12,695	3·13	·85	23·91
	Beerbhoom	Ditto	1,344	695,921	423	12,473	3·1	·6	17·8
	Midnapore	Ditto	5,082	2,545,170	3,436	66,021	1·48	1·35	25·9
	Hooghly	Ditto	785	757,499	523	16,500	1·5	·6	20·7
	Howrah	Ditto	682	731,057	369	13,875	1·8	·5	18·9
		Total	12,770	7,291,173	6,831	171,150	1·87	·93	23·4
PRESIDENCY	24-Pergunnahs	Bengali	2,562	2,210,047	1,426	52,699	1·79	·64	23·84
	Nuddea	Ditto	3,421	1,812,795	788	27,878	4·34	·43	15·37
	Jessore	Ditto	3,658	2,075,021	660	22,862	5·54	·31	11·01
	Moorshedabad	Ditto	2,578	1,353,626	481	14,085	5·35	·35	10·4
		Total	12,219	7,451,489	3,355	117,524	3·64	·45	15·77
	Calcutta	Bengali	7·8	429,535	255	22,262	·03	·59	51·8
RAJSHAHYE	Rajshahye	Bengali	2,234	1,310,729	319	9,899	7	·24	7·55
	Dinagepore	Ditto	4,126	1,501,924	425	9,685	9·7	·28	6·45
	Bogra	Ditto	1,501	689,457	123	3,859	12·2	·18	5·6
	Rungpore	Ditto	3,476	2,149,972	433	10,783	8·03	·2	5·01
	Pubna	Ditto	1,966	1,211,594	303	10,579	6·5	·25	8·73
	Julpigoree	Bengali, Mech, Garo, Talo, and Bhutia	2,906	418,665	133	3,342	21·85	·32	8
	Darjeeling	Bengali, Hindi, Bhutia, Lepcha, and Paharia	1,234	94,712	35	903	35·26	·37	9·53
		Total	17,443	7,377,053	1,771	49,050	......	......	......
ORISSA	Cuttack	Ooriya	3,178	1,494,784	2,998	31,010	1·06	2	20·74
	Pooree	Ditto	2,473	769,674	1,518	14,426	1·62	1·97	18
	Balasore	Ditto	2,066	770,232	1,802	26,835	1·146	2·33	34·84
		Total	7,717	3,034,690	6,318	72,271	1·22	2·08	23·8
CHOTA NAGPORE	Hazaribagh	Hindi and Bengali	7,021	771,875	253	5,274	27·75	·33	6·83
	Lohardugga	Ditto	12,044	1,237,123	295	9,284	40·83	·24	7·50
	Singbhoom	Ditto	4,503	415,023	83	3,704	54·25	·20	8·90
	Manbhoom	Bengali	4,925	995,570	413	9,935	11·92	·41	9·99
		Total	28,493	3,419,591	1,044	28,197	27·29	·31	8·25
CHITTAGONG	Chittagong	Bengali & Mughee	2,322	1,127,402	309	10,353	7·5	·274	9·182
	Noakholly	Bengali	1,852	713,934	243	7,724	7·62	·34	10·8
	Chittagong Hill Tracts	Hill dialects	5,561	69,607	5	134	1,112·2	·072	1·93
		Total	9,735	1,910,943	557	18,211	17·4	·291	9·52
DACCA	Dacca	Bengali	2,796	1,852,993	807	26,496	3·46	·435	14·2
	Furreedpore	Ditto	2,249	1,511,878	382	14,229	5·8	·25	9·4
	Burrisal	Ditto	3,646	1,887,586	652	20,556	5 59	·34	10·89
	Mymensingh	Ditto	6,299	2,349,917	434	14,530	14·513	·1846	6·1831
	Tipperah	Bengali & Tipperah	2,460	1,533,931	816	18,093	3·01	·53	11·7
		Total	17,450	9,136,305	3,091	93,904	5·646	·338	10·278
PATNA	Patna	Hindi and Hindustani	2,101	1,559 638	1,523	25,758	1·4	·975	16·5
	Gya	Ditto	4,718	1,949,750	1,167	16,425	4	·598	8·4
	Shahabad	Ditto	4,385	1,723,974	771	12,482	5·7	·447	7·2
	Sarun	Ditto	2,654	2,063,860	961	15,020	2·8	·466	7·3
	Chumparun	Ditto	3,531	1,440,815	560	6,726	6·3	·388	4·7
	Mozufferpore	Hindi and Tirhutea	2,969	2,188,382	643	10,373	4·6	·294	4·7
	Durbhunga	Hindi and Hindustani	3,374	2,332,281	327	8,769	10·3	·140	3·8
		Total	23,732	13,258,700	5,952	95,553	3·9	·458	7·2
BHAGULPORE	Bhagulpore	Hindi and Hindustani	4,327	1,826,290	1,336	15,540	3·24	·73	8·51
	Monghyr	Ditto	3,913	1,812,986	1,486	19,428	2·6	·81	10·71
	Maldah	Bengali	1,813	676,426	166	3,718	10·92	·24	5·4
	Purneah	Hindi and Hindustani	4,957	1,714,795	497	7,979	9·97	·28	4·65
	Sonthal Pergunnahs	Bengali, Hindi, and Sonthali	5,488	1,259,287	587	9,571	9·35	·45	7·6
		Total	20,498	7,289,784	4,072	56,236	5·08	·55	7·7

Regr. No. 5375—500—1-9-79.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 22ND OCTOBER 1879.

RESOLUTION.

READ—

The General Report on Public Instruction for the year 1878-79.

The most encouraging feature in the educational history of the year 1878-79 is that, for the first time, since the Department was constituted, the contribution from private sources to the total cost of education has exceeded the Government grant, a result to which, as the Director observes, the experience of the last few years has steadily pointed. The Government contribution, which in the previous year fell from 53 to 51 per cent., or, excluding building charges, from 52 to a fraction over 50 per cent., has now decreased to 47·75 per cent. The departmental figures show that out of a total expenditure on education of Rs. 45,45,000, the Government contribution amounted to Rs. 21,72,000, while the people paid Rs. 23,73,000, their contributions in the previous year having been Rs. 21,43,000.

2. There is still some slight discrepancy between the departmental account of receipts and expenditure and the figures furnished by the Accountant-General. According to these the actual net Government expenditure for the year amounted to Rs. 19,65,416. In order to compare this with the actual net expenditure as it appears from the departmental figures, it is necessary to subtract from the latter the sum of Rs. 2,35,000, being the charges for medical expenditure. The net expenditure is thus reduced to Rs. 19,37,000, which amount is less by about Rs. 30,000 than the actuals of the year as furnished by the Accountant-General. The Director remarks that, of this difference a sum of Rs. 18,000 is explained by the purchase money of the Constantia Estate at Kurseong, Rs. 4,000 by the contribution in aid of Dr. Fallon's Dictionary, and Rs. 1,000 by the cost of medical stores supplied from England. There remains a difference of about Rs. 7,000 which is not accounted for.

3. The following table shows the state of education for the last two years:—

Class of Instruction.		1878.		1879.	
		Schools.	Pupils.	Schools.	Pupils.
Superior ...	Colleges	19	2,003	20	1,963
Secondary ...	Higher English Schools ...	176	31,688	196	36,038
	Middle " " ...	572	31,618	540	31,490
	" Vernacular " ...	1,087	53,234	1,061	52,607
	Lower " " ...	1,604	56,012	1,541	53,391
Primary ...	Primary Schools	22,126	446,522	29,270	531,064
Special ...	... ...	66	3,779	60	3,805
Female ...	... ...	519	11,964	543	12,777
European and Eurasian ...	... ...	49	4,580	47	4,577
	Total ...	26,218	641,400	33,278	727,707

Under superior instruction there is no actual gain, the increase of one in the number of colleges being due to the fact that La Martiniére has for the first time furnished the details of its college department. If it is excluded, with its eighteen under-graduate pupils, there is a net loss of forty-eight students in colleges, of which Government colleges have lost fifteen.

Under secondary instruction there is a reduction of 101 in the number of schools and an increase of 969 in the number of pupils. The decrease in the number of schools is due to three causes—(1) the withdrawal of grants-in-aid from a large number of inefficient middle schools; (2 the orders of Government of October 1877 re-constituting Middle English schools on a vernacular basis which have had the twofold effect of raising good schools to the higher class, and turning bad schools into vernacular

schools; (3) the growing disinclination in certain districts to aid secondary schools from the primary grant. The loss in secondary schools is therefore not to be regretted.

Primary instruction shows an increase of 7,144 schools and 84,542 pupils, the bulk of the increase being in the Behar Circle. This means, not that the numbers of schools and pupils in the country has suddenly increased to this extent, but that a large number of schools already existing have been brought within the purview of the Educational Department. Under special instruction there is a loss of six schools and a gain of twenty-six pupils. Twenty-four native girls' schools and 811 pupils were added during the year.

4. In the following table the schools are classed according to the source of their income and the grant by which they are maintained :—

Class of Institutions.	1878.		1879.	
	Schools.	Pupils.	Schools.	Pupils.
Government Schools and Colleges ...	316	28,728	307	28,423
Grant-in-aid ...	1,779	85,563	1,677	83,281
Circle grant ...	262	10,742	287	11,947
Primary grant ...	17,395	406,135	24,354	489,518
Unaided ...	6,466	110,232	6,653	114,538
Total ...	26,218	641,400	33,278	727,707

The Director points out that the number of unaided primary schools which lie outside the Government organization has advanced from 6,084 with 86,200 pupils to 6,232 schools with 84,196 pupils. If these are separated from the other unaided schools, it appears that schools of organized instruction have attained an increase amounting in round numbers to 7,000 schools and 88,000 pupils, a far larger increase than in the previous year. It is clear that each year extends the operations of the primary system to schools of a humbler status than the year before. The closing of one army, six normal, and four vernacular schools accounts for the decrease in the number of Government schools. The reduction in aided schools is due to the fact that greater strictness has been exercised in renewing and continuing grants. Many new primary schools have been brought within the circle system with a total resulting gain of twenty-five. Greater caution has been used in aiding middle schools from the primary grant, but, on the other hand, there is an increase of 7,000 schools in primary schools proper.

5. Excluding colleges and schools of special instruction, the number of students in schools of all kinds, who are in the upper stage of instruction, is 7,413; of those in the middle stage 64,920; of those in the higher primary stage 264,448, and of those in the lower primary stage 385,178, making a total of 721,959. The upper stage includes pupils who have reached a standard equivalent to that of the first or second class of a school reading the University Entrance course; the middle stage all between these and the next following class; the primary stage scarcely goes beyond reading, writing, and arithmetic; it includes in its higher section those who can, and in its lower section those who cannot, read, write, and understand easy sentences in their mother-tongue. The statistics of the social position of the pupils cannot be compared with those furnished last year, owing to a change which has been introduced in the definition. It is observed, however, that of 571,202 pupils returned as belonging to the lower classes, 349,885 are children of cultivators and 65,423 are children of small traders.

6. The Lieutenant-Governor observes with satisfaction that the modifications introduced into the organization of the Department by the Resolution dated the 29th July 1878 have on the whole worked well. The higher inspecting officers have been freely consulted by Magistrates on matters connected with the administration of the primary grant; in some cases references have been made to the Director; but in only one case has it been necessary to refer a question for the decision of Government. The transfer to the Circle Inspectors of the direct responsibility for secondary education has caused all grant-in-aid schools to be subjected to a stricter scrutiny than was possible under the old system. The results have been economy in the administration of the grant, and greater activity and efficiency in aided schools. The Director regrets that there is still some ambiguity in the position of Assistant Inspectors, and suggests that, if

some of them be raised to the rank of Joint-Inspectors, they might be more useful advisers to Commissioners, without any prejudice to their due subordination to their departmental superiors. This proposal will be taken into consideration.

7. There appears to have been some misunderstanding on the part of Magistrates regarding the policy which Government wish to pursue with reference to the distribution of the primary grant. Doubtless, payments to primary schools proper should absorb the greater part of the grant, and care should be exercised that the character of a school is not changed without necessity. But there are many cases in which schools, though no longer primary, cannot be brought under the grant-in-aid rules, and it is desirable that Lower and even Middle Vernacular schools that have grown out of primary schools should in some instances be aided out of the primary grant. The laudable desire of district officers to extend primary education has also led them in some instances to require from Deputy Inspectors so unremitting an attention to it as to interfere with their inspection of secondary schools. The Lieutenant-Governor is unwilling to hamper the Magistrates in this matter by any fixed rule, but he thinks it well to remind all officers concerned in the management of primary instruction that properly the duties of Deputy Inspectors are (1) the immediate personal inspection of secondary schools, and (2) the general supervision of primary education through the agency of Sub-Inspectors.

8. The new graded system for the subordinate officers of the department, which was introduced during the year, will no doubt prove satisfactory. The number of officers admitted to the classes is 318, of whom six are in the first class on Rs. 400 rising to Rs. 500, ten in the second class on Rs. 300 rising to Rs. 400, twenty-five in the third from Rs. 200 to Rs. 300, forty in the fourth from Rs. 150 to Rs. 200, sixty-two in the fifth from Rs 100 to Rs. 150, seventy-five in the sixth from Rs. 75 to Rs. 100, and one hundred in the seventh from Rs. 50 to Rs. 75. Promotion will now depend, not alone on the length of time for which each officer has served, but also on the character which he has earned for general ability and zeal. The future of each officer is thus very much in his own hands, and it may fairly be anticipated that increased efficiency will result.

9. The total number of Government colleges is twelve as in the previous year, but the abolition of the Rungpore second grade college has been decided on, and it will be carried out at the end of the present session. There are still six aided and three unaided colleges. The number of college students has decreased in the year under report from 2,003 to 1,963. The Director shows that this is not due to any temporary decline in the demand for University education, but simply to the decrease in the number of successful candidates in the Entrance Examinations of 1876, 1877, and 1878, which has diminished the amount of "potential college material." The total cost of each student to the State, as calculated by the average daily attendance, has decreased from Rs. 395 to Rs. 376, after a decrease in the previous year to nearly the same amount. But if the fairer mode of reckoning by the average monthly roll number recently prescribed by the Government of India be applied to the year under report, it will be found to have decreased from Rs. 334 to Rs. 316. At Berhampore the cost has increased from Rs. 479 to Rs. 605 for each student—a rate which the Director justly characterizes as serious, and which renders it incumbent on the Lieutenant-Governor to consider whether its status as a college can any longer be maintained without some prospect of material improvement in its finances. On this subject the Director is requested to submit a separate report. The Director points out that the increase at Rungpore from Rs 127 to Rs. 452 supplies a further argument for the abolition there of the college classes.

10. For the First Examination in Arts 759 candidates appeared, of whom 672 were students of colleges, and 87 were ex-students and teachers, and of these 208 passed. Of the candidates from Government schools 35 per cent. passed. Aided colleges produced 26 per cent., and private institutions 20 per cent. of successful candidates, but among independent candidates only 6 per cent. were successful. Of candidates from Government colleges, one in 11 was placed in the first division, of those from aided and private colleges 1 in 24. The Director points out that there is an increase this year in

the number of successful Mahomedan candidates, and that three have passed in the first and three in the second division against none in the previous year. None of the Rungpore College students passed this examination. Of nine candidates from the Cuttack College no less than eight were successful, and the new second grade college of Chittagong passed three candidates out of eight at its first competition. For the B A Examination 262 candidates appeared, of whom 213 were students of colleges and 71 passed. The Government colleges passed 37 per cent. of their candidates, aided colleges passed 16 per cent., and of private students 18 per cent. passed. The Cuttack College has again failed to pass any candidates for this examination. The Dacca College succeeded better in this than in the F A Examination, but it only passed six out of sixteen. The athletic pre-eminence of the Dacca students is scarcely sufficient compensation for their scholastic deficiencies.

For the M A degree with honours there were twenty-three candidates, of whom thirteen passed; for the ordinary degree there were nineteen candidates, of whom nine passed.

11. From the college reports it is evident that the Presidency College continues to show a satisfactory increase in the number of its regular students notwithstanding its high rate of fees. The decrease in the Hooghly College is due principally to the fact that the schools which feed it have been unsuccessful in the Entrance Examination. The Rajshahye, Midnapore, and Dacca Colleges show an increase in the number of their students. The athletic proclivities of the students of the Dacca College have been successfully encouraged by the present Officiating Principal, and he has organized a society in connection with the college, which has for its object to diffuse general knowledge by means of popular lectures and a reading room. There is a similar association at Patna College, which was founded by Dr. Roy, re-modelled by Dr. Watt, and is now in a flourishing condition. Among the aided colleges the General Assembly's College has far the largest number of students; on the other hand, the Free Church Institution attained considerable success in the M A Examination. In the General Assembly's College the cost of each student to Government is Rs. 18 only, in the Free Church Institution Rs. 63, in the Cathedral Mission College Rs. 86, in St. Xavier's College Rs. 51, in the London Mission College Rs. 60, in the Doveton College Rs 176. The Doveton College, which receives a monthly grant of Rs. 250, has only passed six students at the First Arts Examination during the past five years, while no student has succeeded in attaining the degrees of B A or M A. It is apparent from the figures supplied that the aid received from Government is in more than one case entirely out of proportion to the usefulness of the institution.

12. The following table shows the distribution of the grant-in-aid allotment for the last two years, exclusive of special grants for building and other purposes:—

	1878.				1879.			
	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	6	701	24,136	1,18,600	6	610	24,189	1,20,615
Higher English Schools	84	9,383	48,842	1,96,528	85	8,804	48,563	1,90,295
Middle ditto ditto	453	24,906	1,30,468	3,76,289	422	24,387	1,17,803	3,49,909
Middle Vernacular Schools... ...	574	28,914	87,293	2,47,151	566	29,114	84,816	2,45,990
Lower ditto ditto	130	5,035	7,825	22,037	115	4,088	7,734	21,789
Primary ditto ditto	192	4,876	7,161	19,632	163	4,459	6,553	17,180
Girls' Schools for Natives... ...	288	7,559	44,557	1,59,771	269	6,938	41,295	1,52,116
Boys' ditto for Europeans, &c.	8	1,637	35,458	1,54,425	8	1,617	28,112	1,34,371
Girls' ditto for ditto ...	11	991	19,281	70,574	12	1,115	19,840	73,034
Mixed ditto for ditto ...	18	786	13,947	88,117	18	802	14,220	43,504
Normal ditto for ditto ...	15	775	16,699	42,284	12	826	13,196	45,896
Technical Schools	......	......	......	......	1	11	......	167
Total ...	1,779	85,503	4,35,702	14,45,408	1,677	83,281	4,01,320	13,94,876

The reduction in expenditure is due to the reduction in the number of aided schools brought about by the great activity that has been shown during the past year in scrutinizing the character of the work done by them, an activity which has had for its result the withdrawal of grants from numerous inefficient schools. Remedial measures, such as a revision of establishment, the

appointment of new teachers, or a new committee, the reduction of the class of the school, the change of its site, or the increase of local subscriptions, have been adopted in all the more hopeful cases; but in some cases all such measures have been found unavailing. The principal reductions have taken place in the Presidency Circle and in the districts of Jessore and Nuddea; but when the small number of schools in Orissa is taken into account, it will be seen that considerable activity has been displayed in that province also. In the district of Burdwan greater leniency has been shown in dealing with inefficient schools, as the prevalence of epidemic fever during the last few years sufficiently accounts for their decline. The system on which these grants-in-aid have been reduced or withdrawn for proved and long-continued inefficiency is explained in the report, and is clearly based on sound and equitable principles. Mr. Croft says:

"There still remain a large number of schools which, professing to belong to a given class, and receiving grants corresponding thereto, have nevertheless for years together either sent no candidates to the departmental examinations of the class, or failed to ensure their success. In other words, they have not fulfilled the conditions under which, whether expressly stated or not, grants were given them. That one or more pupils should pass each year by the standard which a school professes to teach is, if not the best criterion of efficiency throughout its classes, at any rate the only test which we can now apply. Inspectors have been urgently reminded that a grant-in-aid is not a benefice, to be held by a school irrespectively of its merits or success. The test of efficiency is not a severe one. In defining inefficient schools, those only have been regarded whose pupils have entirely failed at two or more out of the last three examinations. Further, those schools which, having failed at two, have succeeded at the third of those examinations are regarded as "improving" schools. Those again which have been newly established, or whose class has been newly raised, are reserved for special consideration. Hence, an inefficient school means, as regards the present question, an old-established school with a sufficient grant, whose pupils have either not appeared, or have altogether failed at the scholarship examinations of 1878, and of one or both of the two preceding years. With regard to each of these schools, of which detailed lists have been furnished, the Inspector has been requested to make a special investigation, and to report what are the causes of failure and what the prospects of success in each case."

13. The number of Higher English Government schools in Bengal remains the same as last year, but there is an increase in the number of pupils. The number of aided schools increased from 84 to 85, while the number of pupils attending them declined from 9,383 to 8,894. In private English schools, however, there was a large increase. The number of schools of this class was 63, against 44 in the previous year, and the number of pupils attached to them 13,903 against 9,430. Government schools, as in the previous year, passed half their candidates in the Entrance Examination, and, as in the previous year, unaided schools attained a greater percentage of success than aided schools. The latter phenomenon is easily explained. Higher schools that ask for no grant-in-aid are maintained by some wealthy man who willingly pays for good teachers, or they are situated in populous localities where a large income is provided and the fees of the pupils, while many aided schools struggle on with difficulty in less advanced tracts. The comparative merit of higher English Government schools is roughly estimated by assigning one, two, and three marks for each boy passing in the third, second, or first division respectively. Applying this test, we find that among collegiate schools the Hindu and Hare Schools show results far beyond those of other institutions. The Dacca and Kishnaghur Schools follow at a long interval. The latter owes much to the exertions of Mr. Pope, the Officiating Principal of the College. From the Rajshahye Collegiate School four candidates passed in the first division. Zillah schools are divided into three classes—the first consisting of those whose pupils are over 300; the second of those whose pupils are between 175 and 300; the third of those whose pupils are below 175. Among first class schools the Uttarparah School has for the first time taken the highest place in the Entrance Examination. Its figure of merit is inferior only to those of the first four collegiate schools. The Beerbhoom School is second, beating the two great schools of Eastern Bengal at Mymensingh and Barisal. It is explained, however, that these two schools have really done better than in previous years, but Uttarparah and Beerbhoom have done better still. The Beerbhoom School is said to owe much of its success to the efficiency and high character of the present head-master. Among second class schools Bankoora stands first; the third class is headed by Purulia and Balasore.

14. The gain of one in aided schools is accounted for by the Contai School in Midnapore, the Jamalpore School in Bhagulpore, and four schools in Jessore having been raised from the middle to the higher class, while from five schools in the Presidency Division the grant has been withdrawn. The increase in the class of unaided schools which takes place in the advanced districts round Calcutta may be a subject of congratulation, as it is due to a genuine desire for higher English education. But it would appear that the rise of such schools in Orissa and Behar is due principally to a spirit of restlessness and rivalry, and that this influence is, during the short lifetime of these ephemeral institutions, prejudicial to the cause of education, as it tends to substitute a lower for a higher standard of excellence.

15. Middle English schools have decreased from 572 with 31,618 pupils to 540 with 31,490 pupils. Government schools have decreased from seven with 1,037 pupils to six with 820 pupils, and aided schools from 453 with 24,906 pupils to 422 with 24,387 pupils. Private schools continued to be 112 in number, while the number of their pupils has advanced from 5,675 to 6,283. The loss of one Government school is due to the reduction to a lower class of the English school for the children of sepoys in the cantonments at Bhagulpore. The Director explains the loss of thirty-one aided schools thus:—"From nineteen the grants have been withdrawn, six have been raised to the higher class, and seventeen reduced to the class of vernacular schools, while eleven new grants have been sanctioned. In the Presidency Division there is a reduction of twenty-four middle English schools, of which fourteen have been converted into middle vernacular schools, and four raised to the higher class, leaving a net loss of six schools." The District Committee of Jessore have been especially vigorous. In conjunction with the Inspector they have carried out most systematically the orders of Government with regard to inefficient schools, and their reconstitution on a vernacular basis.

16. The policy of placing the course in middle English schools upon a vernacular basis has been discussed at considerable length in the Inspectors' reports, and, though some officers, notably in the Eastern Circle, regard the change with disfavour, the balance of opinion inclines to the view adopted by the Director that the measure was sound in principle, and that it will be productive of good results. Mr. Bellett, Inspector of the Rajshahye Circle, writes thus—"The measure was by no means a popular one, and its unpopularity was, I believe, almost without exception in proportion to the need which existed for it. The class of teachers which most hates to be obliged to teach in Bengali is the class in which the knowledge of English is the slightest; and not only is it the case that the pupils in middle English schools now learn their other lessons more satisfactorily by far than they could formerly, when they were taught in a tongue 'not understanded of' either pupil or teacher; but I have noticed during the course of my tours this past year that there is less of that miserable parrot-work than there used to be in the teaching of English itself." Sir Steuart Bayley entirely concurs in the view expressed by Mr. Croft, and in the soundness of the arguments which he brings forward in support of it. Under the old system the boys obtained a superficial knowledge of English without any thorough grounding in the several subjects of study, and it is to be feared that the acquisition of this smattering too often unsettled them and led them to look beyond their proper station in life. Their education was sound neither in English nor in the Vernacular nor in the subjects studied through these media. The system resembled the often condemned plan employed in some European schools of compelling little boys to begin their study of Greek through ponderous grammars written in Latin. To the allegation that the new system provides an inferior preparatory course for the Higher English schools, Mr. Croft replies that the vast majority never go beyond the middle course, and that what is required for them is a sound middle-class education, complete as far as it goes. It appears that the proportion of students in the Middle English schools that proceed to higher schools is only one in 16, and Mr. Croft rightly urges that, "in determining the course of a school, we should regard the interests of the fifteen who finish their education therein, rather than of the one who goes to a higher school." But there is little chance of even this one suffering under the change of system. As might be expected from the greater thoroughness of the teaching they have received, Middle

Vernacular scholarship-holders are notoriously more successful at the Entrance examination than holders of Middle English Scholarships. Turning, however, from scholars who are required by the conditions of their stipends to proceed to Higher English schools to the voluntary students in the latter, we find that they are drawn from Middle English schools, and Middle Vernacular schools, in the proportions of $5\frac{1}{2}$ and $6\frac{1}{2}$ per cent. respectively to the total number of pupils in those schools, while, if Vernacular schools aided from the primary grant, from which few pupils seek higher education, are excluded, the proportion of middle vernacular pupils who voluntarily attend higher class schools is still further increased. The Director points out that even in Calcutta the great middle schools are purely vernacular. Sir Steuart Bayley has no doubt that the change of system will be found beneficial to the true interests of the pupils. It is entirely in accordance with the recommendation of the Simla Text-book Committee that in the lower stages of instruction substantive knowledge should, if possible, be imparted in the vernacular, a recommendation based upon the rational principle that students who have had their minds trained and developed by the acquisition of ideas through their own mother-tongue are more likely to turn out clever men than those who have spent the best years of their childhood in the painful acquisition of foreign words to which they are unable to attach any ideas.

17. The Middle Vernacular Scholarship Examination of 1878 was the last under the old system. Out of 540 Middle English schools, 315 sent 1,002 candidates to the examination and 594 passed. In the previous year the total number of schools that sent candidates was 308 out of 572, the number of candidates was 934, and out of these 575 passed. The improvement in the general efficiency of the schools, which these results indicate, is most conspicuous in the Burdwan Division. In the Presidency and Patna Divisions the number of competing schools and of passed candidates shows a sensible decrease. This may be accounted for by the fact that in the Patna Division the Inspector with the full consent of the Director raised the standard of examination to the level of that of Burdwan. The teachers of the Behar schools, and more especially the teachers of English, are in many cases incompetent and unacquainted with the language of the province. Qualified natives of Behar can command higher wages than middle schools can afford to pay to their head masters, and the consequence is that many schools are in charge of men who were unable to secure similar appointments in Bengal. It is to be hoped that the re-constitution of the Normal School at Patna will furnish the province of Behar with a better set of teachers. In the Presidency Division there is a decrease of thirteen competing schools with twenty-seven candidates, and of ten successful schools with twenty-four passed candidates. This decrease is most marked in Jessore, in which district there is a loss of eleven competing schools and of eighteen passed candidates. This is due to the reforms mentioned in a preceding paragraph. The Director remarks that the immediate loss of the few passed students which these schools have been able to furnish is more than counterbalanced by the gain of skilled teachers and a useful course of study.

18. In Middle Vernacular schools there is a loss of five Government schools with 1,712 pupils, and of forty-seven aided schools with 805 pupils, and a gain of twenty-six unaided schools with 890 pupils. The loss of forty-seven aided schools is made up of thirty-nine circle and primary grant schools and of eight grant-in-aid schools. Among the former, two circles with six schools were closed in Furreedpore, and sixteen circle schools in Dacca were reduced or closed, owing, as the Inspector alleges, to the withdrawal by the Magistrate of the allowance from the circle grant, though this grant is no longer under the control of the Magistrate. In Jessore the primary grant has for some years been exceeded, and in order to rectify this at once, it was decided, rather hastily perhaps, to withhold grants from 21 middle schools. In Midnapore 11 middle schools were similarly dealt with. The loss of eight grant-in-aid schools is explained by the withdrawal of grants from thirty-six, and the reduction of seven to lower vernacular schools, counterbalanced by the reduction into this class of fourteen Middle English schools and the sanctioning of twenty-one new grants. The orders constituting Middle English schools on a vernacular basis have facilitated the development of Middle Vernacular schools into Middle English schools. With the permission of the Circle Inspector, any Middle Vernacular school may at its own expense add an English class. Many schools have availed

themselves of this privilege. As soon as the English classes in these schools reach the standard of the Middle Scholarship they will be placed on the same footing as Middle English schools. The Lieutenant-Governor quite concurs with the Director in his opinion that, if it is constantly recognized as the aim of the teaching that a sound vernacular standard is to be maintained, and that all subjects are to be taught through the medium of the vernacular, the extension of English teaching within proper limits is likely to be beneficial. In the Middle Vernacular Scholarship examination there is a loss under every head as compared with the previous year. The loss has taken place principally in the Presidency, Rajshahye and Patna Divisions; in the Eastern Circle, and in the divisions of Bhagulpore, Chota Nagpore, and Orissa, there is a gain both of successful schools and of successful pupils. Much of the loss in the Presidency Division is explained by the reduction of middle schools in Jessore. In the northern districts of the Rajshahye Division there is a difficulty in obtaining competent pundits, but this will be removed by the transfer of the Normal School from Rampore Bauleah to Rungpore. In this, as in the Middle English Scholarship examination, the results in the Patna Division were affected by the introduction of the Burdwan standard of examination.

The success of the schools in the Dacca Division is remarkable. It is ascribed by the Director to the excellence of the teachers trained in the Dacca Normal School, which had in former years a very high reputation. The Director says—"The villagers take the greatest interest and pride in their schools, and in the general competition for scholarships; and they display no anxiety whatever to convert a good vernacular into an indifferent English school." He points out also that the success of the numerous Dacca schools has been attained at little cost.

19. During the course of the year Pundit Mohesh Chandra Nyayaratna, Officiating Principal of the Sanskrit College, put forward a proposal to modify in several respects the course of study in Middle Vernacular schools which was fixed in 1875. His proposals were (1) to appoint some central authority to select text-books in Bengali in order to define the standard in language and literature at the Middle Scholarship Examination; (2) to omit mensuration from the course as involving a knowledge of the 3rd Book of Euclid, and to omit the alternative subjects of botany and chemistry as requiring practical appliances not existing in the schools, and scientific knowledge not possessed by the teachers, and as having no relation to the course in higher schools; (3) to substitute hygiene for these subjects; (4) to raise the marks assigned to the Bengali language as by far the most important subject of the course. These proposals were thoroughly discussed. It was agreed by all that the first proposal suggested a valuable reform which, under the orders of Government placing the selection of text-books for middle schools in the hands of Inspectors, can be carried into effect. The other proposals were rightly condemned as retrograde and unsound in principle. It is hoped that the scientific instruction in these schools will be gradually improved by the improved teaching of the Normal schools. The adoption by the Government of India of Dr. J. M. Cunningham's Sanitary Primer may to some extent facilitate the introduction of the subject of hygiene.

20. Lower Vernacular schools have diminished in number from 1,604 to 1,541. The loss has taken place principally in aided schools, for in the Government schools there is a gain of three schools, and the number of pupils has almost doubled itself. This loss is due to the fact that this class of schools has not been so liberally aided as formerly from the primary grant. The results of the Lower Vernacular Scholarship examination are on the whole satisfactory. The number of competing schools has largely increased, though the number of successful schools and pupils is less. The Director explains that this does not point to any decline in efficiency. Owing to the reduction of many schools of the previous year, a large number of the competing schools of 1877 were not in existence in 1878, while the new schools were scarcely strong enough to succeed at a first attempt. It is believed that in the Presidency Circle the standard of examination was raised.

21. A large increase is shown over the previous year in the number of organized primary schools, the total being 29,270 schools with 531,064 pupils, against 22,126 and 446,522 respectively. A remarkable extension of the

circle of organized instruction has taken place in the Bhagulpore Division under the operation of the "chief guru" system. In Monghyr and Bhagulpore especially the results come up to the most sanguine anticipations. In these districts the class of unaided schools has, as was last year anticipated, totally disappeared under the influence of this system. In Monghyr the number of schools aided from the primary grant has risen from 153 with 5,355 pupils to 1,464 with 18,235 pupils, and in Bhagulpore from 180 with 4,037 pupils to 1,303 with 13,877 pupils. Moreover a remarkable increase has taken place in the number of candidates who passed the Primary Scholarship Examination. In Monghyr the number of successful candidates has risen from 443 to 647; in Bhagulpore from 69 to 193. The same system has produced a large increase of aided primaries and of successful primary scholarship candidates in the Patna Division, though the system is not pushed equally in all districts. In this system the patshalas of each district are grouped into circles, with one more efficient than the rest, under a stipendiary chief guru at the centre. The chief guru is charged with the duty of communicating with all the patshalas in his circle, of getting information from them, of teaching and inspecting them to some extent, and of paying them the rewards they may have earned at the examinations. The introduction of this system may seem to involve hardship at the outset, as it implies the withdrawal of regular monthly stipends from the gurus of the pathsalas surrounding the chief guru's pathsala, and the substitution of rewards according to the success of their pupils in examinations. On the whole, it appears to be a very successful form of the system of payment by results.

22. This system has been considerably extended during the past year with due modifications to adapt it to the needs of particular districts. In last year's report it was stated that Mr. Larminie had introduced into Burdwan the system of small stipends and large rewards which proved so successful in his hands in Bankoora. It has now been brought into full operation, and the results are highly encouraging. The system of payment by results has been more successful in the 24-Pergunnahs this year, as the gurus have come to understand that it does not imply the discontinuance of Government aid. It is proposed to substitute for the present system of quarterly local examinations the Midnapore system of yearly central examinations.

The Midnapore system, pure and simple, does not seem applicable to all districts. It cannot be carried out in its entirety in Backergunge on account of the district being "a network of khals." Here the method of administering the grant is a combination of payment by stipends and payment by results. Similar causes make it inapplicable to Rajshahye. The system is to be tried there in certain thanas where the waters subside early. In Cuttack the system of payment by results is said by the Joint-Inspector to have advanced beyond the experimental stage. In Balasore, the form in vogue last year has been modified by the institution of inspecting abadhans who have improved the accuracy of the returns, and have done good service by inducing teachers from various parts of the district to attend the Normal schools, by introducing printed books and by assisting the Sub-Inspectors at the time of the pass and primary examinations. Balasore now stands at the head of the list of districts as regards the percentage of pupils to population in all schools coming under the cognizance of the Department. Midnapore, which last year headed the list, now stands second. In Hooghly no change has been made in the simplified form of payment by results described in last year's report. In Howrah a large increase in the number of aided pathsalas has been brought about by the introduction throughout the district of the Hooghly system of payment by results slightly modified. In Rungpore the system of payment by results failed last year. The form adopted was that of small fixed grants supplemented by rewards after quarterly examinations. It has now been considerably modified. New schools are no longer limited as before to the smallest rate of aid. The consequence is an increase of over 100 schools and about 2,000 pupils. The large increase in the number of aided schools in the district of Dacca is due to the orders authorizing payment to all gurus who sent in returns and the classing of their schools as aided. In both districts of the Chittagong Division the system of stipends is still in force. Mr. Cotton points out that in the district of Chittagong the Mahomedans do not care to send their children to our schools through dislike to the secular character of the instruction. He considers that our object should be to improve the existing maktabs

in which the Koran is the principal subject taught, not to supplement them by pathsalas; and if his statement is correct that three out of four aided pathsalas in the district are artifical institutions where the Government grant is the mainstay of support and not merely supplementary to other sources of income, no doubt the maktabs, which are said to be six times more numerous, are also more deserving of support, if the teaching which they afford can be to some extent liberalized and enlarged. It is essential, however, that some secular subjects should be introduced into the course of teaching, so that the elements of expansion may not be wanting. The Director points out that the system which should govern all methods of primary instruction in Bengal is to endeavour by the help of Government support to introduce into the traditional course of study, whether religious or secular, in the indigenous schools, certain subjects of instruction which will bring it into accordance with the general system of education in the province. In these views the Lieutenant-Governor entirely concurs, and will be glad to see a commencement made of Mr. Cotton's scheme for assisting and improving the indigenous maktabs of the district. This may be done without interfering with the religious character of the instruction given. It is only necessary that secular instruction should be superadded.

23. In the Primary Scholarship Examination of the year under report, there has been an increase of 1,579 competing schools with 3,925 pupils, and of 945 successful schools with 2,318 pupils. The bulk of the increase is found in the divisions of Patna and Bhagulpore. In every division there is an increase, except in Rajshahye. The proportion of pupils in the higher section of the primary stage (*i. e.* those who can read, write, and understand easy sentences in their mother-tongue) has increased from 34·4 to 37·1 per cent.; the proportion of those in the lower section has decreased from 64·5 to 61·7 per cent. It is very satisfactory to observe that 73 per cent. of the primary scholarships were gained by boys of the lower classes.

24. There is a slight diminution in the number of Eurasian and European schools and of pupils under instruction. More than three-fourths of the whole number of pupils belong to Calcutta schools. The number of candidates from these institutions that passed the Entrance Examination is the same as last year, but only one scholarship has been gained this year against seven in the preceding year. St. Paul's School at Darjeeling has recovered from its temporary depression under the skilful management of the present head master Mr. Carter. Its numbers have doubled, and last year it passed two candidates at the Entrance Examination—one in the first division. The Jamalpore School is the best of the Railway schools; it has been admirably managed by Mr. and Mrs. Pegler, who have now been transferred to the Constantia School at Kurseong.

25. There has been an increase of pupils in all classes of girls' schools, and an addition of 1,612 to the number of girls reading in boys' schools. The latter is due to the increase in the number of girls attending primary grant pathsalas. There appears to be a slight falling off in the number of girls in the two upper stages of instruction, but it is doubtful if implicit reliance can be placed upon the figures. One very interesting incident in the educational history of the year was the success of Miss Kadambini Bose at the Entrance examination. This is the first instance of a Bengali lady passing an examination of the University. Miss Bose was graded in the second division, having failed by one mark only to obtain a place in the first division. A special Junior Scholarship was created for her by Sir Ashley Eden, and it is hoped that her distinguished success may stimulate her young fellow countrywomen to endeavour to follow her example. Three young ladies—whose names are Kamini Sen, Abala Das, and Suburna Prabha Bose, all like Miss Kadambini Bose pupils of the Bethune School—passed the Middle Scholarship Examination, two in English and the third in Vernacular. Five "Mary Carpenter" scholarships, instituted by the National Indian Association of London, have been competed for during the course of the year—three of Rs. 48 per annum by the Lower Vernacular, and two of Rs. 60 per annum by the Middle Vernacular standard. Forty-seven girls presented themselves for examination for the Utterparah Hitaishini Sabha scholarships. Of these twenty-six passed—ten by the first, twelve by the second, and four by the third standard.

26. Mrs. Monmohini Wheeler, Inspectress of Schools, examined during the year 1,059 out of the 1,639 pupils returned as under instruction in zenanas

or zenana schools. The discrepancies between the returns made by her of the standards attained by the examinees and those made by the Superintendents of the zenana agencies are very striking. Thus Mrs. Wheeler places 82 per cent. of the pupils in the lowest stage, in which the attainments are limited to reading small words, writing the alphabet and counting to 50; while the zenana agents claim that the proportion is only 30 per cent. It is not possible to reject the judgment of the Inspectress in favour of that of the Superintendents, nor is it possible to reconcile estimates which exhibit such wide differences. Mr. Croft justly observes that these discrepancies illustrate the difficulty of introducing any method of payment by standards The Director also refers to the grave defects in the existing system of zenana teaching reported by Mrs. Wheeler. These defects are partly in the management, partly in the character of the teachers employed. The want of co-operation among the different agencies, an absence of any sustained effort to enforce the payment of fees, the multiplication of schools within a limited area, the attempt to teach elderly women who have received no previous training, are defects of the first kind. The incapacity of many, and untrustworthiness of some, of the Native Christian teachers are defects of the second kind. The supply of good teachers is decidedly insufficient, and perhaps really the most satisfactory solution of the existing difficulty would be a contraction of the work of the different agencies and an improvement of the average teaching staff. It might then be possible to bring a reasonable system of payment by standards into operation. On the other hand, it is gratifying to observe that Mrs. Wheeler speaks highly of the work done by the ladies of the Zenana Association at Barrackpore, who have been trained in the Free Church Orphanage and Normal School. This institution is remarkable for the admirable discipline enforced within its walls, and it has turned out a succession of able teachers. The Church Mission School and Orphanage at Agurpara is of the same excellent class.

27. The number of law students has diminished from 316 to 227. The Presidency College law class has a surplus of Rs. 1,710, the Patna College of Rs. 317. If the cost to Government of the Hooghly and Dacca classes is deducted, there remains a surplus on all the classes of Rs 1,134. Both the Dacca and Hooghly law classes, the only two which are a source of expense to Government, do very badly in the University examinations. It has now been decided to limit the salary of the Professor of Law at Dacca to the amount of fees paid by the students, provided they do not exceed Rs. 200 a month.

28. The number of students in the Medical College has increased from 145 to 208, whereas that of pupils in vernacular medical schools has declined from 686 to 609. The increase in the Medical College is due partly to the fact that the hospital class has been nearly doubled, partly to the re-admission of old University students or of those that failed at the last examination, at which the number of failures was greater than in preceding years. The effective desire for medical degrees is measured by the number of new admissions; of these there were only twenty against thirty-five of the previous year. The reports of the Superintendents of the Vernacular Medical Schools are very encouraging. In accordance with the recommendation of the Superintendent of the Campbell Medical School, the number of admissions each year is henceforth to be limited to fifty, and more satisfactory guarantees of preliminary education are to be required. The admission of casual students to this school has recently been stopped. These persons, unable to procure the necessary certificates for admission as regular students, have been known to return to practice in their villages after a brief attendance in the casual class, and thus bring discredit on the European system of medicine. The Director has this year, for the first time, had the advantage of the comments made by the Surgeon-General upon the various reports of the medical schools and colleges. Dr. Irving speaks highly of the hospital assistants turned out from the Temple Medical School. The Cuttack Medical School has made very satisfactory progress. This year's operations amply justify the opinion expressed in the last Resolution that there can be no doubt about the ultimate success and permanent usefulness of these institutions.

29. In the Civil Engineering Department of the Presidency College the number of students has increased from eighty-seven to eighty-nine, while those in

vernacular survey schools have advanced from 160 to 165. Technical schools number 149 pupils, an increase of one. Arrangements for the establishment of an Industrial School on the site of Bishop's College are in progress, and the Lieutenant-Governor has every confidence that this institution will prove of the utmost benefit to the youth of the province. It will give native boys of all classes the means of obtaining a thoroughly practical education, and enable them to leave the beaten track of clerical and ministerial service, for which alone they now care to qualify themselves; and it will open to them, as well as to the European and East Indian boys of the large cities, a large and useful professional career.

30. On the 31st of March there were seventy-six students on the roll of the School of Art, of whom sixty-nine were Hindus. Besides these seventy-six, fifty-one students had been in the school for longer or shorter periods, so that the total number who had received instruction during the year was 127. The Principal repeats with satisfaction his statement of last year, that continued improvement is taking place with regard to the length of time the students remain in the school. Out of the seventy-six students on the 31st March, forty had been in the school from two and a half to three years. He complains of the rawness of the students that come to him, and suggests that simple outline drawing should be made part of the instruction given in every school that receives Government aid. This suggestion is, the Lieutenant-Governor fears, impracticable. The progress made by the students continues to be most satisfactory. At the Fine Arts Exhibition held in Calcutta last cold weather, fourteen students and ex-students of the school contributed no fewer than sixty-six paintings and other studies from life, and 122 specimens of wood engraving and lithography, and they carried off four prizes and three certificates of honourable mention. Their success reflects great credit upon the Principal, Mr. H. H. Locke. Mr. H. H. Locke is also in immediate charge of the Art Gallery. The expenditure on the Gallery during the present year was Rs. 8,076 out of an annual grant of Rs. 10,000. Of this sum Rs. 3,280 was spent upon the purchase of four pictures which are regarded as very valuable additions to the Gallery.

31. In accordance with the policy followed in past years, six more Normal schools were closed during the year and two have been closed since the end of the year. Fifteen now remain, besides the boarding school at Rangamatti in the Hill Tracts of Chittagong, which is returned as a Normal school. Owing to the recent extension of primary education, it is found impossible to train more than a small fraction of the teachers of pathsalas. Third rate Normal schools have therefore been closed in all districts where secondary education is sufficiently widely spread to provide a fair supply of school-trained teachers to take employment in private schools. Such as remain are reported to do good service in fixing and maintaining a standard of efficiency that might otherwise suffer decline. In the Vernacular Mastership Examination of this year, 224 candidates appeared, the same number as last year; but only 143 passed against 150. The Hooghly Normal School is again easily first, and that of Beauleah second. The Calcutta and Dacca schools again failed conspicuously. The continued ill-success of these institutions is said to be due rather to permanent adverse conditions than to any failure of duty on the part of the teachers. The Director justly remarks that the task now before the Department in connection with all Normal schools, is not to provide better teachers, but to ensure an adequate and sustained supply of stipendiary students, qualified by their attainments and capacity to profit by their teaching.

32. The number of Mahomedans under instruction in Government aided and unaided schools has risen from 111,645 to 131,998. The policy of giving facilities for the study of English within the Madrasas whenever there is a genuine desire to learn that language, by the appointment of English-speaking Moulavis and by the allotment of Anglo-Persian scholarships chargeable to the Mohsin Fund, has been continued this year. A scholarship of Rs. 2,000 was granted in the course of the year to Syed Hossein, son of Moulavi Zainuddin Hossein, a well-known Mahomedan gentleman of Patna, to enable him to visit England for the purpose of prosecuting his studies there. Five Madrasas are supported from this Fund; the Calcutta Madrasa being the only one supported from General Revenues. In the general examination of the Madrasas,

112 candidates passed out of 167: forty-eight were placed in the first, twenty-eight in the second, and thirty-six in the third division. In the previous year, out of 161 candidates only eighty-six were successful. In the Calcutta Madrasa there is a steady increase of pupils from year to year. The Hooghly Madrasa is still weak, but it is expected that the Joraghat Branch Madrasa will soon be able to supply it with pupils. No changes of importance have taken place in the Dacca Madrasa. The results of the different annual examinations were satisfactory. There is a slight falling off in the Chittagong Madrasa. The establishment of a school as a feeder to it seems to be required.

33. In the early part of the year 1878, the Director proposed that, with a view to encourage the study of Sanskrit literature among private students, an examination should be held in the four subjects of literature, law, philosophy and the Vedas, and that certificates signed by the Director of Public Instruction and the Principal of the Sanskrit College should be given to successful candidates. Sanction having been given to the proposal, the first examination was held in April: fifty-two candidates appeared, and twenty-four certificates were granted. Each recipient of a certificate had a Sanskrit title bestowed on him, showing the branch in which he was proficient. The Principal of the Sanskrit College confidently anticipates that this examination will become one of the most popular institutions in the country.

34. In Bengal the supply of school books does not require any artificial stimulus. The work of selection is left to a Central Committee, which has for three or four years done very useful work. In the more backward province of Behar, the present Inspector has shown great energy in stimulating the compilation and translation from the Bengali of useful works. The Joint-Inspector of Orissa states that the patronage offered to authors by Government and the Maharajah of Dhenkanal has resulted in the production of a valuable series of school books: at the same time he points out that there is a want of Ooriya atlasses and dictionaries.

35. No change of any importance has taken place in the educational policy of the Department during the past year Superior instruction has been maintained at its former high level; great efforts have been made to secure the efficiency of secondary instruction, and the due application of the funds assigned to it, while the circle of organized primary instruction has been still further extended. The demand for education of all kinds is continually increasing, and the people show every year greater readiness to contribute towards its cost. Sir Steuart Bayley desires cordially to acknowledge the good work done by the officers of the Department, and the influence which their labours have exercised in stimulating the desire for knowledge among the people. The gentlemen who constitute the teaching and inspecting staff have earned a very high reputation for the educational body of Bengal. Mr. Croft directed the Department during the year with marked ability, and he has presented the results of the year's administration in a report which, for fulness and lucidity, leaves nothing to be desired.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

Ordered also that copies be forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

COLMAN MACAULAY,

Offg. Secy. to the Govt. of Bengal.

Circular No. 30.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

C. W. BOLTON,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 22nd October 1879.

C. E. G.—Reg. No. 8247—4-11-79.